

Childminder Report

Inspection date

10 June 2015

Previous inspection date

22 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder communicates well with parents and carers. She uses a variety of ways to keep them updated so they know what their children are doing and how they are progressing. For example, she writes in daily diaries so parents have a detailed account of the day. She also sends photographs and messages electronically during the day.
- The childminder takes children to weekly toddler groups and dance classes. As a result, they have even more opportunities to play with their friends and enjoy exercising to support their physical development.
- Children feel happy and secure in the childminder's care. They enjoy cuddling up to her as she reads them stories and seek reassurance from her. The childminder responds well to them. As a result, children confidently play and learn.
- The childminder uses a variety of teaching methods. For example, she lets children choose what they would like to play with and chats with them to develop their language skills. Consequently, children make good progress in their learning and development.
- The childminder lets children take age-appropriate risks. She teaches them how to stay safe as they play. For example, young children learn to climb up the steps of a small slide and to safely sit at the top before they slide down.
- Children are kept safe by the childminder. She has a good understanding and knowledge of safeguarding and child protection procedures. She checks her home and garden and removes hazards so that children learn and play safely.

It is not yet outstanding because:

- Children do not always have opportunities to independently explore their interests in using technology. As a result, their knowledge and understanding of the world are not always maximised.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for children to freely access, use and explore technology to understand more about the world.

Inspection activities

- The inspector observed activities in the childminder's house and garden and spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the house and garden used for childminding.
- The inspector checked evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and the attendance register.
- The inspector looked at children's assessment records and discussed the childminder's planning methods with her.
- The inspector took into account the views of parents as recorded in written letters and references.

Inspector

Katrina Rodden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a good knowledge and understanding of how children learn. She confidently plans stimulating activities that are linked to what children like and enjoy. At the same time, the childminder's teaching is focused on the next steps in children's learning. For example, children enjoy counting and sorting different farm animals set out in a large tray of different breakfast cereals. As children play, they gain confidence in handling and describing different textures. The childminder recognises that children learn in different ways, and encourages them to play in the garden as well as the house. Children enjoy using paints and crayons, helping them develop skills they will need at pre-school and school. However, children do not always have access to resources that allow them to independently explore technology. As a result, their understanding about how things work is not always maximised.

The contribution of the early years provision to the well-being of children is good

The childminder provides a secure and caring environment for children to grow and learn in. She maintains consistent boundaries by teaching simple rules that children know and understand. For example, she teaches children to share toys and to be kind to each other. As a result, children behave very well. The childminder works closely with parents to find out about routines used at home by children, such as those for eating and sleeping. She asks parents to provide special comforters that children use at home to help them quickly settle when they need to sleep or are upset. Consequently, the childminder looks after children in a similar way they are used to, so they quickly settle in her care. The childminder teaches children how to stay healthy. They talk about the need to rest and sleep, and to have fresh air and exercise. Children enjoy choosing fruit from a bowl for their snack, which helps them begin to make healthy choices. The childminder encourages children to put on their own socks and shoes and to pour their own drinks. This helps children to become independent and begins to get them ready for their move to pre-school and school.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the Early Years Foundation Stage. She effectively monitors children's progress and completes assessments in a timely manner. The childminder maintains regular contact with staff in other settings children attend. As a result, any gaps in learning can quickly be closed. The childminder regularly updates her safeguarding knowledge. She knows who to contact if she has any concerns about children's welfare, which helps her to keep children safe. The childminder has established a system to regularly evaluate the service she provides. She listens to parents' requests and ideas to help her develop her provision. The childminder uses a variety of methods to expand and refresh her knowledge and understanding, which demonstrates her commitment to continually enhance the care and education she delivers.

Setting details

Unique reference number	222611
Local authority	Cambridgeshire
Inspection number	864286
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22 July 2009
Telephone number	

The childminder was registered in 1998 and lives in Foxton, near Cambridge. She operates between 7am and 6pm, Monday to Friday all year round except for family holidays and bank holidays.

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