

Childminder Report

Inspection date

23 June 2015

Previous inspection date

5 July 2010

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|--|-------------------------|-------------|----------|
| 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 quality of teaching is good. The childminder assesses what the children know and provides fun activities to challenge each child and build on their existing understanding. Consequently, children acquire the skills they need for later learning and moves on to school.
- The childminder builds up trusting relationships with children. As a result, they interact warmly, seeking her out to join in their games or show her their latest creative drawing. Children enjoy plenty of praise and encouragement. This boosts their confidence and self-esteem, enabling them to become emotionally secure in the childminder's care.
- The childminder is consistent with regard to behaviour management. This helps children to learn about clear boundaries. As a result, they play agreeably together.
- The childminder is confident about safeguarding children. She is aware of the action to take and whom to contact, should she become concerned about a child's welfare. This helps to protect children in her care from harm.
- The childminder takes time to ensure that her assistant has a good knowledge of ways to support children's development through play.

It is not yet outstanding because:

- The childminder does not maximise opportunities to help children to develop their understanding of sounds and letters.
- The childminder does not always make the most of ongoing training opportunities to update her existing knowledge and teaching skills.

What the setting needs to do to improve further

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

- enrich learning opportunities for children to apply their developing knowledge of sounds and letters
- strengthen the good knowledge of early years practice, for example, by identifying further training opportunities to constantly promote even higher standards of teaching and learning.

Inspection activities

- The inspector observed general play and lunchtime routines.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability checks for all adults currently in the household and a range of other documentation. Safeguarding and first-aid training certificates were viewed.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector reviewed the childminder's self-evaluation documents.

Inspector

Lynn Clements

Inspection findings

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

The experienced childminder talks with parents and other adults involved with children. This provides her with information about their ongoing achievements at home and at pre-school. The childminder uses this knowledge, with her own observations to identify children's starting points and ongoing learning needs. The childminder plans activities that suitably challenge each child. As a result, children make good progress across all areas of learning in readiness for later moves to school. The childminder talks with them about what they are doing. This helps them to develop their growing understanding of different words. However, the childminder does not always support children to fully explore sounds and letters. For example, she does not maximise opportunities for children to link and match individual letter shapes and sounds. Children enjoy role play, they use their imagination and previous real experiences in their play. For example, they happily make pretend ice creams to share and design their own pictures. Children engage in sensory play as they explore musical sounds and the texture of chiffon scarves floating over their skin. Children explore the natural world as they plant sunflowers from seed, then observe them growing and changing over time.

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

The childminder provides a safe and secure setting for the children. This enables them to move around safely and freely. The children learn to deal with their personal needs. They show care and consideration for each other as they share toys. When one child feels a little sad, another helpfully passes them a tissue to wipe their eyes. Attention to developing physical skills is very good. Children enjoy local walks where they observe wildlife and observe the changing seasons of the year. These outings also enable them to practise their road safety and learn about the importance of not talking to strangers. While visiting the local park, children develop their larger muscles and coordination as they use play equipment. Parents provide healthy snacks and meals for their children. This enables children to develop a routine of eating healthily that helps them to grow and thrive.

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

The childminder develops her practice by talking and sharing ideas with her assistant, other childminders and staff from the pre-school. In addition, she seeks the views of parents and children. This enables her to adapt her setting where necessary to continue meeting their changing needs. The childminder updates training, such as paediatric first aid. This enables her to provide appropriate care for children in the event of an accident. However, opportunities to access further training to extend her teaching ideas are not sourced as routinely. This means that her continuing practice is not currently extended to the highest level. Children's ongoing progress is monitored well. As a result, if any gaps in learning are identified, the childminder can take swift action to narrow them. As a consequence, all children are supported to make good progress. The childminder implements the requirements of the Early Years Foundation Stage well.

Setting details

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| Unique reference number | 222498 |
| Local authority | Cambridgeshire |
| Inspection number | 866039 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 10 |
| Total number of places | 12 |
| Number of children on roll | 12 |
| Name of provider | |
| Date of previous inspection | 5 July 2010 |
| Telephone number | |

The childminder was registered in 1995 and lives in Swavesey, Cambridgeshire. The childminder is registered to work an assistant. She operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays.

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