

# Childminder Report

**Inspection date**

23 June 2015

Previous inspection date

14 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children's emotional well-being is extremely well supported. The childminder has a caring and calm approach, which reassures children and helps them to feel secure.
- The childminder has high expectations of children's behaviour. She promotes consistent boundaries and has a very good understanding of when to distract children and when to let them negotiate independently. As a result, children's behaviour is exemplary.
- Children are consistently encouraged to do things for themselves, so that they are ready for school. For example, they wash their hands and chop fruit for their lunch.
- The childminder has established good two-way partnerships with the school and pre-school groups, which enables her to support children's care and learning well.
- The quality of teaching is good. The childminder has a good understanding of how children learn. She observes them routinely to find out their interests and abilities and uses the information well to plan experiences that children enjoy. Consequently, children make good progress in their learning.

### It is not yet outstanding because:

- The childminder does not consistently link letters and sounds to simple and meaningful words, such as children's names to enhance their literacy skills further.
- The childminder has not fully extended children's understanding of the world around them, for example, by providing resources that support children's knowledge of diversity, including disability.

## What the setting needs to do to improve further

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

- enhance children's literacy skills further, for example, by using simple words they already know and use, to build their understanding of what letters look and sound like
- increase children's understanding of the diverse world around them by making a wider range of resources available that represent other members of society, including people with disabilities.

### Inspection activities

- The inspector observed the childminder and children during their activities.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- A range of documentation was looked at, including some policies and procedures, accident and medication records, children's learning records and the childminder's self-evaluation.
- The views of parents were taken account of, through testimonials and comments in children's learning records.
- The inspector looked at parts of the home and garden used for childminding and the play equipment.

### Inspector

Veronica Sharpe

## Inspection findings

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

The childminder uses her good teaching skills to support children's communication and language skills well. She talks to children and asks relevant questions about their activities to make them think. Children have access to many books and are familiar with a broad range of stories. They happily recall those that they have enjoyed, for example, explaining how many fruits the caterpillar ate. Older children benefit from accessible writing materials and are encouraged to write for a purpose. For example, children carry a notepad to write down customer's orders from their pretend restaurant. The childminder helps children to understand letters and sounds, but does not always link them with simple words to maximise their learning. Children develop a good understanding of technology as they learn to use simple programs on tablets. While resources are plentiful, there are fewer that help children understand the diverse world around them.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children have strong and affectionate bonds with the childminder. They go to her for help and play confidently around the home. The childminder chooses resources for children that are specifically chosen to reflect their interests. These, along with the wide range of other available toys, enable children to lead their own play and learning. Children follow very good hygiene routines and have exceptional self-care skills. For example, dress themselves competently. Parents provide most of children's food and drink. However, the childminder builds activities into the daily routines that enhance children's understanding of healthy foods, which includes cooking and preparing fruit and vegetables. Children thoroughly enjoy healthy, outdoor activities every day at local parks and play areas.

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

The childminder has a secure understanding of the areas of learning. She regularly reviews children's progress and shares the results with parents and others who care for them. This helps to ensure there is a consistent understanding of the progress children make in their learning. The childminder attends safeguarding training and knows how to report and refer any concerns about children's welfare. She supervises children as they play and teaches them how to deal with risks, such as learning to identify when it is safe to cross the road. Parents have a high regard for the childminder and say she meets their child's needs brilliantly. The childminder reads and researches to improve her knowledge. For example, she has been studying schemas to find out about children's patterns of behaviour and understand how some children learn. She keeps up to date with all essential training and evaluates her practice to identify where improvements are needed.

## Setting details

<b>Unique reference number</b>	221990
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	866005
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 October 2009
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Little Downham, Cambridgeshire. She operates each weekday, term time only.

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