

Childminder Report

Inspection date

10 July 2015

Previous inspection date

5 October 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 has a good understanding of how the children learn and develop. She knows children very well and provides interesting experiences to support their individual next steps in learning.
- The childminder has established very effective relationships with parents. She regularly shares information about children's progress with them, together with ideas of how they can further support their child's learning at home.
- The childminder is kind and caring. She establishes good bonds with children who demonstrate they feel safe and secure.
- The childminder ensures settling-in arrangements are flexible to meet children's individual needs. She effectively supports children's emotional well-being to ensure they are prepared for school.
- The childminder has a thorough understanding of her roles and responsibilities of the Early Years Foundation Stage.
- The childminder safeguards children well. She has rigorous risk assessments to check the environment is safe. She fully understands her role to protect children from harm and the procedures to follow should she have any concerns about their welfare.
- The childminder is committed to her continuous professional development. She identifies areas to improve her practice to ensure children make good progress and achieve their best potential.

It is not yet outstanding because:

- Sometimes, the childminder is overly focused on her own ideas and misses opportunities to extend children's learning when they develop activities and play for themselves.

What the setting needs to do to improve further

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

- enhance the already good teaching even further, for example, by joining in with children's explorations even more to inspire their natural curiosity and develop interactions to promote their deeper thinking.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector viewed the areas of the childminder's home used for childminding purposes.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector checked the childminder's evidence of the suitability of adult household members, and the childminder's training records.
- The inspector viewed a range of documentation including children's learning journals, attendance register, and a sample of policies and procedures.

Inspector

Gail Warnes

Inspection findings

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

The experienced and qualified childminder makes meaningful observations of children as they play. She accurately assesses their progress and plans stimulating activities to support their individual next steps in learning. Children enjoy the challenge of thinking how to eat the fruit that is frozen in ice cubes. Older children use a range of tools to chip the ice to discover shells and pinecones in frozen ice blocks. The childminder supports children's communication and language development. For example, she describes children's actions, and models new words for younger children. However, she does not always follow children's explorations and interests to extend their learning. For example, when children pour water onto blocks of ice and notice their hands are cold, she does not use these opportunities to extend their understanding further. This is because she is focused on her expectations of what she had planned for the children to learn. Nevertheless, the childminder successfully supports each child to make good progress in their individual journeys and they acquire good skills to support their future education.

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

The childminder is friendly, approachable and a good role model. Children enjoy spending time with her and are relaxed and confident. Older children show kindness and patience to those younger than themselves, which reflects the childminder's example. The childminder gathers meaningful information about children when they start which also supports the good partnership she establishes with parents. She is flexible to their needs and shares information about their child's day and development through daily verbal exchanges and written journals. The childminder supports children to develop healthy lifestyles by providing activities, both inside and outside in the garden. She supports parents to provide healthy food choices in children's packed lunches by giving them suggestions of what could be included. The childminder and parents provide seasonal fruit for snack which children share together. She uses her good links with the local schools to familiarise children with teachers and routines to ensure they are emotionally prepared for school.

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

Children's safety is central to the childminder's practice. She ensures her knowledge is maintained by attending appropriate training regularly. She reviews her practice frequently, and identifies areas for improvement that will have the most impact in supporting children's learning opportunities. For example, after attending a recent conference she shares more books with children because she understands the positive impact this has on communication and language development. The childminder has established effective systems with other early years providers to share information about children's progress which means children benefit from continuity and consistency in their care. Parents typically comment how happy their children are and that they make good progress.

Setting details

Unique reference number	222265
Local authority	Cambridgeshire
Inspection number	866025
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	5 October 2009
Telephone number	

The childminder was registered in 1992. She operates from her home in Sawtry, Cambridgeshire each weekday from 8am to 6pm, except for bank holidays and family holidays. She provides funded early education to eligible two-, three- and four-year-old children. She holds professional early years qualifications at level 3.

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