

Childminder Report

Inspection date

30 July 2015

Previous inspection date

28 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder places a very high priority on promoting children's communication and language. She introduces younger children to new words that relate to their play and consistently models effective listening skills. Older children are enthused to practise their language skills as they eagerly recall experiences which they share with each other and the childminder.
- The experienced childminder forms exceptional, warm and caring bonds with children. She provides them with lots of praise and reassurance. She displays a heart-warming respect and love for them which they reciprocate eagerly. As a result, children thrive in her care and show high levels of self-confidence and motivation in activities.
- The childminder has a very good understanding of how to safeguard the children in her care. She ensures that her knowledge and procedures are always up to date by completing regular training and implementing any changes after completing an annual safeguarding audit. Therefore, children are protected from harm while in her care.
- The childminder is incredibly innovative in providing children with an extensive range of toys and activities. She makes some of these herself to reflect children's evolving interests and support their learning. These ignite children's curiosity as they access these independently in the superbly planned indoor and outdoor environments.

It is not yet outstanding because:

- The initial information that the childminder obtains from parents about children's learning is not fully used to support the identification of children's precise learning needs from a very early stage.
- Partnership working with parents is not fully effective in promoting their children's learning at home.

What the setting needs to do to improve further

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

- utilise the initial information obtained from parents in order to plan even more precisely for their continued progress from a very early stage
- extend the good range of information given to parents about children's learning experiences.

Inspection activities

- The inspector observed a range of indoor and outdoor play activities and spoke to the childminder and children at appropriate times.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, a selection of policies, safety procedures and required documentation.
- The inspector looked at evidence of the suitability of the childminder and adults who live at and regularly visit the premises.
- The inspector took account of the written views of parents.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Lorraine Pike

Inspection findings

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

The quality of teaching is good, and at times outstanding. The childminder's ongoing knowledge of the children is gained through observations of their achievements and accurate assessments. This enables her to identify their next steps in learning. Consequently, they make good progress in readiness for school. Younger children develop superb concentration as the childminder consistently praises them for their efforts. This motivates them to persevere at challenging activities that help increase the control and coordination of their hands. Children have immense fun experimenting and exploring the texture of cornflour. The childminder extends older children's thinking skills. She asks them probing questions that encourage them to make predictions about what will happen as they add different quantities of water and shampoo. The childminder works closely with parents to obtain information about their child's stage of development when they first start attending. However, this information is not fully used to make swift assessments to plan more precise next steps in their initial learning. Daily communication with parents means they are well informed of their child's progress. However, systems to extend children's learning further by expanding on ideas for shared learning at home are not yet fully in place.

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

Children of all ages behave exceptionally well, creating a vibrant and happy atmosphere for all. The childminder provides children with excellent opportunities to be independent. They learn to manage their own outer clothes from an early age and clear away their plates from lunch without being asked. The childminder is highly skilled in sensitively preparing children for changes or events in their life. This helps them to explore and share their feelings. Superb arrangements are in place to help children settle quickly in to the childminder's home, and when they move on to school. Children gain an exceptional understanding of a healthy lifestyle. They follow a strict hygiene procedure and enjoy tasting the wide range of fruit and vegetables which they grow in the childminder's garden. Children have superb opportunities to take part in physical exercise in the fresh air. They balance on large tyres and enjoy running and jumping to pop bubbles.

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

The qualified childminder has a good understanding of her responsibility to meet and implement the requirements of the Early Years Foundation Stage. She demonstrates a strong commitment to continuing to develop her knowledge. She researches ideas online and attends training. As a result, the childminder now has an enhanced understanding of strategies to effectively manage specific types of behaviour. The childminder is reflective and continuously evaluates her practice and monitors the learning programmes. The recent introduction of a water wall in the childminder's garden provides children with further opportunities to extend their physical skills and understanding of mathematical ideas.

Setting details

Unique reference number	222301
Local authority	Cambridgeshire
Inspection number	854613
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28 October 2009
Telephone number	

The childminder was registered in 1994 and lives in the village of Melbourn, near Royston. She operates all year round from 8am to 5.30pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3.

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