

Childminder Report

Inspection date

10 August 2015

Previous inspection date

14 March 2012

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

- Children are curious and eager to explore. The childminder follows their interests and provides meaningful experiences to support their learning and development. Children make good progress and are well prepared for the next stage in their education.
- The childminder establishes effective relationships with parents and other providers. She shares information about children's progress and next steps in learning to ensure children benefit from consistency and continuity in their learning and development.
- The childminder is kind, friendly and approachable. She establishes firm bonds with the children, who are confident and happy in her care.
- There is a strong focus to support children's personal, social and emotional development. Children develop friendships with their peers and talk confidently about their forthcoming move to school.
- Arrangements to safeguard children are good. The childminder fully understands her role to protect children from harm, and the procedures to follow should she have any concerns regarding their welfare.

It is not yet outstanding because:

- The childminder does not always make the best use of everyday opportunities to develop mathematical language and concepts.
- The childminder does not gather detailed information from parents about what their children can do when they start, to firmly identify children's starting points and plan effectively for their next steps in learning.

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 understanding and exploration of mathematics in everyday activities
- develop the information gathered from parents when children first start, to precisely identify their starting points, and use this to plan meaningful experiences to immediately support their learning and development.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at children's learning records and a sample of policies and procedures.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises, together with the childminder's training certificates.
- The inspector took account of the written views of parents.

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 childminder has a good understanding of how children learn and develop, and teaching is good. She observes the children as they play and assesses their progress accurately. She identifies their next steps in learning and provides stimulating activities which reflect children's interests. Children are eager to try new things and show perseverance when things do not always work the first time, such as when pedalling a bike up an incline. The childminder skilfully supports communication and language development. She uses a variety of strategies gained from specific training courses she has attended. The childminder talks with the children and is interested in their ideas. Children talk confidently about past events, such as what they did at the weekend. The childminder's approach is effective, and children make good progress, especially those for whom English is an additional language. However, the childminder does not seize the opportunity to extend children's mathematical knowledge further. For example, when children notice that small-world figures do not fit in a toy pram, the childminder does not make the most of this opportunity to weave mathematical language about size into their play. Nevertheless, children 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 flexible to individual children's needs, and ensures her settling-in arrangements when children start are adapted to support their emotional well-being. She gathers information from parents about children's routines, likes and dislikes. However, this is not sufficiently detailed to firmly establish what children can do, to identify their starting points to precisely plan for their next steps in learning and development. Children demonstrate they feel safe and secure as they chat easily with the childminder and seek her reassurance when they feel upset. Children are confident and show high levels of independence in their self-care and play. They develop an understanding of healthy lifestyles. They enjoy healthy foods, such as melon and raisins, at snack and benefit from daily opportunities for vigorous physical activities in the garden and visits to local parks.

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

The qualified childminder has a good understanding of her responsibilities under the Early Years Foundation Stage. She knows the children well and accurately reviews their achievements to identify any gaps in their progress. She develops good partnerships with other professionals to ensure any children who may need additional support benefit from a joined-up approach in their learning and development. The childminder conducts risk assessments of the indoor and outdoor environments and for any outings with the children. She understands her role and responsibilities to protect children from harm. She regularly reflects on her practice to identify areas to improve, and maximises training opportunities to develop her practice and knowledge.

Setting details

Unique reference number	404219
Local authority	Cambridgeshire
Inspection number	869016
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14 March 2012
Telephone number	

The childminder was registered in 2001. She operates Monday to Wednesday from 7am to 8.45am and 3.15pm to 6.15pm and Thursday and Friday from 7am to 6.15pm during term time, and each weekday during the school holidays, from 7am to 6.15pm, except for bank holidays and family holidays. The childminder holds appropriate early years qualifications at level 3. She supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

