

# Childminder Report

## Inspection date

12 August 2015

Previous inspection date

17 April 2012

<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		Good	2
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

- The childminder's teaching practice is strong. Children play in a stimulating learning environment and spend quality time in the local community to enhance their learning. Observation, assessment and planning are effective. Children are motivated and eager to learn and are making good progress in readiness for school.
- The childminder's knowledge of the children in her care is strong. She is aware of any areas where they may be at risk of falling behind expected development and is proactive in supporting them to catch up with their peers.
- The childminder has established effective partnerships with parents. She keeps them well informed of children's achievements and helps to build on what they have already learned at home.
- The childminder has age-appropriate expectations of the children. She manages behaviour effectively to help them develop an understanding of sharing. Children are kind and friendly and are learning to take turns.
- The childminder's knowledge of safeguarding procedures is robust. She is confident about who she should report any concerns to, or what she should do if an allegation was made against an adult. She places a high priority on children's safety both at home and when out and about. Consequently, children play safely and happily.
- The childminder spends time considering what she does well, as well as identifying areas she would like to improve. This has enabled the childminder to fully implement recommendations from her last inspection.

### It is not yet outstanding because:

- The childminder links with the other early years settings the children attend. However, precise details of children's learning are not shared consistently to ensure continuity for children.

## What the setting needs to do to improve further

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

- enhance partnership working with other early years professionals so that children benefit from continuity and a highly collaborative approach in their learning and development.

## Inspection activities

- The inspector talked with the childminder and interacted with children throughout the inspection.
- The inspector looked at children's observations and assessment records, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures and risk assessments.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector reviewed the childminder's self-evaluation folder and talked to her about it.
- The inspector took into account the views of parents through written feedback.
- The inspector observed children at play and evaluated activities with the childminder.

## Inspector

Julia Sudbury

## Inspection findings

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

The childminder provides a stimulating range of activities to promote children's development across the seven areas of learning. Resources are freely taken outside and children who prefer an outside learning environment are well supported. Children are motivated learners and spend sustained periods of time engaged in play. They experiment with water, pouring it from one container to another before jumping in the puddles they make. Skilful engagement from the childminder helps children to notice that stones sink and corks float. Discussions about the size of containers, when they are full or empty and how many there are, support children's emerging mathematical development. The childminder joins in with children's play, talking with them, supporting pronunciation and adding new words. She has a robust understanding of children's interests and next stages of development. Regular and precise monitoring of children's learning ensures all children are progressing well in readiness for school. A regular flow of information between the childminder and parents ensures they are actively involved in their children's learning.

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

Children have strong relationships with the childminder. They enjoy her cuddles, praise and consistent reassurance. The childminder collects robust information from parents, enabling her to meet children's emotional needs. Children are supported for the move to school. Discussion about what school is like helps children to prepare emotionally for the change. Children's independence is developing well. They freely access resources and are learning age-appropriate self-care, such as feeding themselves. Children have good opportunities to be physically active and learn about managing risks while they play in the childminder's garden. They are encouraged to learn about healthy eating and are offered a good range of healthy and varied snacks. Children develop good social skills. The childminder regularly meets up with other local childminders and makes use of local groups where children meet other children and adults.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements. The childminder values professional development. She links with other childminders, accesses resources from the local authority and attends regular training to develop her practice. There is a precise cycle of observation, assessment and planning. Children's progress is rigorously monitored and they are supported well in their learning. The childminder has made links with other settings the children attend. However, precise details of children's development, such as their assessment records and next steps, are not always consistently shared. This means that the childminder is not able to maximise support for children's ongoing learning. The childminder seeks the views of parents. They speak highly of the childminder, praising the service she provides.

## Setting details

<b>Unique reference number</b>	EY436224
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	853734
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 April 2012
<b>Telephone number</b>	

The childminder was registered in 2011. She operates from 7.30am to 6pm, Monday to Friday, all year round, except for family holidays and bank holidays. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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