

# Childminder Report

**Inspection date**

7 August 2015

Previous inspection date

23 March 2010

<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

- Children develop trusting relationships with the childminder and she has good procedures for keeping them safe.
- Children behave very well and thoroughly enjoy their time in the childminder's home. They become absorbed in their activities and play together harmoniously.
- Teaching is good overall. The childminder is particularly adept at promoting children's communication and language skills. She encourages conversations and provides good opportunities for reading, writing and storytelling.
- The childminder knows the children very well. This helps her to provide a broad variety of resources and activities that captures children's interest and effectively supports their individual learning needs.
- The childminder has developed strong links with local schools and other early years providers. This enables her to prepare children well for their move into their next learning environment.

### It is not yet outstanding because:

- The childminder occasionally overlooks opportunities to skilfully question children to encourage them to think hard and expand their problem-solving skills.
- The childminder is not always successful in gathering ongoing information from parents to help her complement and consolidate 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:**

- consistently make the most of opportunities to question children about their activities to help support and enhance their thinking and problem-solving skills
- build on the existing good partnerships with parents to enhance the information gathered about children's experiences at home.

## Inspection activities

- The inspector spoke to the childminder and the children at convenient times during the inspection. She looked at the children's play spaces and the resources available to them.
- The inspector read the opinions of parents and children in the childminder's self-evaluation and in the survey forms she issues.
- The inspector had discussions with the childminder about how she manages the childminding provision and monitors children's development. A planned activity was also discussed.
- A range of documentation was looked at, including safeguarding information, children's records and a sample of the policies and procedures.

## 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 has a good understanding of how children learn. She observes them as they play and constantly assesses the progress they make in their learning. She provides parents with regular information about their children's development. Children enjoy novel experiences, such as freezing objects into ice, and then watching what happens as the ice melts. Children are delighted by the activity and spend time exploring the ice. However, the childminder does not always make the most of children's curiosity by asking probing questions. Children enjoy creative activities and learn how to join things together using glue and tape. They confidently act out simple stories using puppets and a toy theatre. The childminder helps older children develop the skills they need for school. For example, she ensures there is a plentiful supply of paper and pencils. Children enjoy practising their handwriting, forming the letters of their name with care. Children's mathematical skills are supported well as, for example, the childminder helps them to count the spots on a ladybird.

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

The childminder works closely with parents to settle children into her setting. As a result, children are emotionally secure and feel safe in her care. Children benefit from healthy snacks and eat their meals in friendly, social groups. They develop their independence well as they help to lay the table and prepare their foods. Children are encouraged to learn about safety as, for example, they cross roads on their way to and from school. Active, outdoor play opportunities enable children to enjoy fresh air and exercise every day. They explore the countryside and visit local shops and attractions to learn about their local community. The childminder uses resources, such as world maps and books, to develop children's understanding of the wider world. The childminder celebrates children's achievements by displaying their work and taking photographs for their scrapbooks. As a result, they show high levels of self-esteem.

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

The childminder has a good knowledge of safeguarding procedures. She attends training regularly and reviews her procedures to help her to keep children safe. The childminder gathers good information from parents about children's starting points so that she can swiftly plan for their good progress. However, she is not consistent in gathering information from parents so she can fully complement children's learning at home. Nonetheless, parents comment that they are delighted with the care their children receive. The childminder effectively reflects on her childminding practice. She involves parents and children in assessing the activities and resources to ensure children continue to be challenged and interested. The childminder is committed to professional development. She reads and researches widely and meets with other early years providers to maintain her teaching skills.

## Setting details

<b>Unique reference number</b>	EY398430
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	859962
<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>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 March 2010
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Witchford, Cambridgeshire. She offers her childminding service each weekday, for flexible opening hours, all year round, except for family holidays. There are children on roll who speak English as an additional language.

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