

# Childminder Report

<b>Inspection date</b>	3 September 2015
Previous inspection date	20 October 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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder consistently encourages parents to share information about their child's ongoing development at home. This means that she remains fully aware of their latest achievements and changing interests when planning their next steps for learning.
- The childminder has clear and effective procedures to monitor the progress children make towards the early learning goals. This ensures that any gaps in learning are quickly identified and steps are taken to close them.
- Children communicate socially with others and learn about the wider world while engaging in regular trips within the local community.
- Children move freely in the childminder's setting because she has taken the time to organise the play areas extremely well. The childminder provides a secure and safe environment enabling children to investigate and play safely inside and outside.
- The childminder is consistent with regard to behaviour management. This helps the children to learn about clear boundaries. As a result, they play agreeably together.
- The childminder works very closely with parents. She listens to their ideas and suggestions, taking these into consideration when reviewing the quality of her practice and setting targets to drive future improvement.

### It is not yet outstanding because:

- The childminder does not always make the most of ongoing training opportunities to update her existing knowledge and teaching skills.

## What the setting needs to do to improve further

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

- extend the use of further training opportunities to strengthen existing knowledge and teaching skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress.
- The inspector completed a joint observation with the childminder relating to the children's play and learning.
- The inspector looked at relevant documentation. For example, evidence of the suitability of all household members and the childminder's relevant training certificates. In addition, the records shared with parents, such as, contracts, policies and procedures were also reviewed.
- The inspector read and took account of the written views that parents and others had provided to the childminder.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident and clearly aware of the action to take and whom to contact should she become concerned about a child's welfare. This helps to protect the children in her care from harm. The childminder attends mandatory training, such as safeguarding and paediatric first aid. Attention to these areas of practice ensures that she understands how to provide appropriate care for the children in the event of a concern or an emergency. However, opportunities to access additional training to extend her teaching ideas, are not sourced as regularly. Therefore, she is not able to use information gained from training to help her to develop her quality of teaching to the highest level. The childminder has a clear understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She implements policies and maintains all required records very well. Confidentiality is respected and information is kept secure.

### Quality of teaching, learning and assessment is good

When children are placed in the childminder's care, she asks parents to share information about their child's starting points and interests. This enables the childminder to plan her setting in order to encourage children's participation in play. The childminder clearly understands that children learn best within a safe and relaxed environment where they can explore at their own pace. Children enjoy using their developing physical skills to build colourful towers from click together plastic bricks. As they knock these down, they spontaneously begin singing about London Bridge falling down. They laugh with glee as they sing simple verses from memory. Children communicate articulately and they learn new words with the childminder by a variety of methods, including sharing stories and joining in creative play. The childminder is mindful of the needs of differing ages, adapting activities to meet individual needs. As a result, activities are organised well so that all the children attending can embed the skills they need to support later learning.

### Personal development, behaviour and welfare are good

The childminder develops very purposeful relationships with parents. For example, parents provide healthy snacks and meals for their children to support her healthy eating programme. This enables children to develop a routine of eating healthily which helps them to grow and thrive. The childminder builds up trusting relationships with the children, using plenty of praise and encouragement. This boosts their confidence and self-esteem, enabling them to become emotionally secure in the childminder's care.

### Outcomes for children are good

Children have fun and make good progress towards the early learning goals. For example, they enjoy role play, using their imagination and previous real experiences within their play. They happily make pretend ice creams by modelling play dough, then sharing these with the other children and the childminder.

## Setting details

<b>Unique reference number</b>	258063
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	864616
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 October 2010
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Cambridge. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

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