

Childminder Report

Inspection date

24 September 2015

Previous inspection date

13 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children develop positive attitudes and demonstrate good behaviour. The childminder gently teaches them to share, be kind and take turns.
- The childminder has warm and affectionate relationships with the children. They are emotionally secure and play confidently.
- Children learn to lead healthy lifestyles. The childminder encourages children to eat healthily and provides lots of opportunities for active exercise in the fresh air.
- The childminder reviews her provision and provides children with a range of experiences. Children have many opportunities to find out about their local community and socialise with other adults and children. This helps to prepare them for the wider social challenges of pre-school and school.
- Children make good progress. Their speaking and listening skills are supported well. The childminder encourages children to talk to her and each other. She engages them in two-way conversations, models correct language and introduces new words during their play.

It is not yet outstanding because:

- At times, the childminder does not fully extend children's thoughts and ideas and help them to think and speculate.
- Not enough activities are well focused on children's specific interests.

What the setting needs to do to improve further

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

- make the most of all opportunities to help children to learn to think critically about their activities and enhance their speculative thinking
- enhance children's enjoyment and learning opportunities in planned activities by focusing more closely on their current interests.

Inspection activities

- The inspector observed the quality of teaching during children's activities and assessed the impact this has on children's learning. She also looked at the areas of the home used for childminding.
- The inspector had discussions with the childminder during the inspection, including a discussion about the learning outcomes of a planned activity.
- The inspector looked at a range of documentation, including evidence of the suitability of the childminder and other members of the household, some policies and procedures, the childminder's self-evaluation and children's records.
- The inspector took into account the views of parents through written testimonials and comments in the children's records.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. The childminder has a confident understanding of the procedures to follow if there are concerns about children's welfare. The childminder is very experienced and attends essential training, such as child protection and first aid. She reads and researches early years practice to find new ideas and develop her teaching skills. She evaluates her setting and seeks the views of parents to improve the provision. Thorough risk assessments help her to provide children with a safe and secure environment.

Quality of teaching, learning and assessment is good

The childminder supports children's learning well. She asks parents about children's interests and preferences when they first start to help her effectively meet their needs. She makes observations of children's skills to accurately assess their developmental needs and identify any areas of delay. However, planned activities do not always consider how to incorporate children's current interests. Nonetheless, children enjoy their learning experiences and are keen to take part in the stimulating activities. All children make good progress in their learning. Children enjoy pencils and chalks and demonstrate their skills with scissors and cutters. They use their imaginations as they dress up as firefighters and act out a recent visit to a fire station. However, the childminder does not consistently ask children probing questions to help them to think and speculate, such as what happens when different coloured play dough merges.

Personal development, behaviour and welfare are good

The childminder collects ample information from parents about children's care needs. Settling-in procedures are flexible, enabling children to build good bonds with her from the outset. Children benefit from a broad range of accessible toys. The childminder encourages them to make their own choices about their play, which helps to develop their independence. Well-established links with local pre-schools and the primary school enable the childminder to familiarise children with their next learning environment.

Outcomes for children are good

Children make good progress in their learning and are prepared well for their next learning environment. They are developing their independence and practical skills through activities and routines. The childminder effectively promotes children's language skills and gives them a love of literacy.

Setting details

Unique reference number	260588
Local authority	Cambridgeshire
Inspection number	867182
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	13 January 2011
Telephone number	

The childminder was registered in 2001 and lives in Whittlesey, Cambridgeshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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