

Childminder Report

Inspection date

28 September 2015

Previous inspection date

30 July 2010

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

- The childminder is reflective and continuously evaluates and reflects on her practice with a view to developing the service she provides even further. She consults with parents, children and other childminders to ensure their views are included.
- Children are active and inquisitive learners. They engage in a wide range of interesting and stimulating learning experiences. For example, they learn about lifecycles and growth as they observe chicks hatching from their eggs. They help the childminder care for the chickens and also grow and care for vegetables in her garden.
- The childminder places a high priority in promoting children's communication and language development. She uses simple sign language and adjusts her voice in relation to children's level of understanding to help their listening skills and speech.
- Children are very happy and settled with the friendly childminder. She offers a caring and nurturing environment for them. Children confidently explore the childminder's home. They express their affection for her as they snuggle up to her when they occasionally require reassurance and welcome her interaction in their play.

It is not yet outstanding because:

- The initial information about children's learning that the childminder obtains from parents is not sufficiently detailed to fully support her early identification of children's precise learning needs.
- The childminder does not always help younger children to fully develop their independence, particularly their self-help 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 level of initial information obtained from parents to include further detail of children's development to plan even more precisely for their continued progress from an early stage
- extend the opportunities for younger children to be independent to help them to manage their own personal needs.

Inspection activities

- The inspector observed the quality of teaching during indoor activities, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times.
- The inspector observed a planned activity and jointly discussed this with the childminder.
- The inspector looked at children's assessment records, a selection of policies, safety procedures and required documentation.
- The inspector looked at evidence of the suitability of the childminder and adults who live the premises over 16 years of age.
- The inspector took account of the written views of parents.
- The inspector reviewed how the provider evaluates her setting to continually improve outcomes for children.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder has a good understanding of her responsibility to meet and implement the requirements of the Early Years Foundation Stage and other government requirements. The arrangements for safeguarding are effective. For example, she knows how to swiftly meet children's needs in the event of a child protection concern. The childminder demonstrates a strong commitment to continuing to develop her knowledge. She shares good practice with a network of other childminders and attends training. As a result of recently updating her first-aid qualification, the childminder now has an enhanced understanding of current emergency procedures. The childminder thoroughly reviews the learning programmes and children's progress. Successful partnership working with other providers that children attend support their continuity of learning.

Quality of teaching, learning and assessment is good

The childminder's ongoing knowledge of the children is gained through her detailed observations of their achievements and accurate assessments. This enables her to identify their next steps in learning. Younger children develop good problem-solving skills as they discover through trial and error how various sized items roll through a cardboard tube. Older children begin to link letters to sounds as the childminder helps them to sound out the letters of their name as they arrange building blocks printed with letters. Parents are kept well informed of their children's achievements and how they can support their children's learning at home. They describe the childminder as well organised and professional. She works closely with them to obtain relevant information when children first begin attending. However, she does not request enough detail about children's development to plan more precise next steps in their initial learning.

Personal development, behaviour and welfare are good

Children develop some independence skills. They make independent choices from a wide range of good quality toys and activities, including a wealth of natural resources. Older children help to prepare their own lunch and manage their own clothing. However, activities to extend younger children's independence and self-help skills are not consistent. For example, the childminder does not always encourage them to have a go at managing their own clothing or wiping their own noses. The childminder is a very good role model. She consistently reinforces good manners and helps children to respect their environment. The childminder provides children with ample opportunities to assess their own risks. This helps them learn the skills to be resilient individuals. They also take part in an annual sports day with other childminders and the children they care for.

Outcomes for children are good

All children make good progress in readiness for school. The childminder's praise and genuine interest in children's play motivates them to persevere at challenging tasks. For example, they develop good physical and mathematical skills as they experiment how water travels using the water wall in the childminder's garden.

Setting details

Unique reference number	222865
Local authority	Cambridgeshire
Inspection number	866055
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	30 July 2010
Telephone number	

The childminder was registered in 1998 and lives in the village of Longstanton in Cambridge. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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