

Childminder Report

Inspection date	13 October 2015
Previous inspection date	15 March 2012

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 devotes her time to playing alongside young children and promoting their learning effectively. She has a good knowledge of their interests and this means she is able to provide toys they are keen to investigate. By playing alongside them, the childminder contributes to their good progress by modelling play and encouraging them to try things for themselves.
- The childminder is skilled at building warm, trusting relationships with children in her care. Settling-in procedures meet individual children's needs well and help them become accustomed to different environments and playing with new friends.
- The childminder observes children as they play and has good procedures in place to assess children's progress from the beginning. The childminder keeps parents informed of children's development and welcomes information about their activities at home. This helps to support a coordinated approach to children's care and learning needs.
- Partnerships with parents are strong. They share their positive feedback in letters and readily acknowledge the considerable difference the childminder's care and support has made to their children. Older children also share their thoughts and especially appreciate the delicious, healthy, home-cooked meals she provides.
- Young children are well supported in developing good behaviours. The childminder has firm boundaries in place and when necessary offers timely, age-appropriate guidance to help them to behave in a positive manner.

It is not yet outstanding because:

- The childminder's professional development programme does not yet focus on a more varied range of training to broaden her skills and knowledge, and further enhance the quality of teaching and learning.

What the setting needs to do to improve further

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

- engage in continuous professional development opportunities to ensure knowledge is kept up to date and teaching skills are strengthened to an even higher level.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector and childminder jointly discussed young children's learning from their chosen activities.
- The inspector read letters from parents and took their views into account.
- The inspector looked at children's learning journals, planning documentation, evidence of background checks and a range of other documentation.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management is good

The childminder is dedicated to her role and understands her responsibilities for children's learning and well-being. She uses self-evaluation to reflect on her provision and is committed to continuous improvement. She attends mandatory training, such as paediatric first aid to ensure that she is able to meet children's needs. The arrangements for safeguarding are effective. The childminder knows how to identify and report concerns she may have and ensures her home is safe and clean for children to access safely. The childminder understands the importance of strong partnerships with other settings that children may attend in the future.

Quality of teaching, learning and assessment is good

Young children enjoy playing with the wide range of toys that are easily accessible to them. Their physical skills are demonstrated well as they confidently negotiate their way around the room and handle different toys and resources. Children delight in singing rhymes with the childminder and especially appreciate the rhythmic actions that accompany the songs. Children's communication skills are developing quickly and are well supported by the childminder. As they play together she introduces new words and gives plenty of praise when, for example, young children say her name for the first time. At times, the childminder uses gestures to support her spoken word and this contributes well to young children's understanding.

Personal development, behaviour and welfare are good

Young children are happy and confident in the care of the childminder. She has a good understanding of young children's backgrounds and ensures children's routines reflect those at home. Children settle readily for naps and this further demonstrates their sense of security. Children's good health is fostered by the provision of nutritious meals and snacks. Plenty of exercise and fresh air is encouraged as children access the garden to play.

Outcomes for children are good

Even after on a short time of attending, young children make good progress. They socialise with a wide age range of new friends and this contributes to their confidence effectively. The childminder knows the steps to take to develop young children's growing independence and when the time comes, the important skills they need ready for school.

Setting details

Unique reference number	153248
Local authority	Cambridgeshire
Inspection number	871018
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15 March 2012
Telephone number	

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

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

