

# Childminder Report

**Inspection date**

24 November 2015

Previous inspection date

7 March 2012

<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 qualified childminder has high expectations of herself. She provides children with fun experiences that challenge and stimulate them to achieve their best potential. The childminder is very reflective and values parents' views on how to improve her practice and children's outcomes.
- The enthusiastic childminder skilfully adapts and reshapes activities to reflect children's individual interests and learning styles, to promote their ongoing progress.
- The childminder establishes strong and respectful attachments with the children. They demonstrate they feel safe and secure in her care. Children confidently seek out the childminder for reassurance when they feel upset. They settle quickly and thrive in her care.
- The childminder establishes effective partnerships with other providers and professionals, to secure continuity and consistency in children's care and learning.

### It is not yet outstanding because:

- The childminder gathers information from parents about what their children can do when they start. However, this information is not used to firmly assess what they like and can do prior to them starting.
- The childminder does not always support children to think more deeply about why things happen and work things out for themselves.

## What the setting needs to do to improve further

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

- enhance the use of parental contributions about what children can do when they start, to more fully establish their starting points, against which to measure their progress and plan promptly for their next steps in learning
- enhance the good teaching even further to support children's growing curiosity and wonder, to promote their deeper thinking and ability to solve problems for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adults living in her home.
- The inspector took account of the written views of parents.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is deeply committed to the continuous development and improvement of her practice. She strives to provide high standards of care and good learning opportunities for the children. She constantly reviews children's progress and targets training opportunities to further improve her practice to meet their individual needs. The childminder provides rich, stimulating and varied experiences which promote the seven areas of learning and development. The arrangements for safeguarding children are effective. The childminder fully understands her responsibility to protect them from harm. She knows what to do should she have any concerns regarding a child's welfare. The childminder has addressed the areas identified for improvement at the last inspection.

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

The quality of teaching is good. The enthusiastic childminder intuitively supports children's spontaneity in their play and individual interests. Her approach is fluid and promotes equality of opportunity. She observes children as they play, assesses their progress and identifies their next steps in learning. The childminder regularly shares information with parents and values their observations of their children's achievements at home. Children are very engaged and enjoy sharing their experiences with each other. They are active learners who display curiosity and fascination in the world around them. The childminder responds to their changing interests and explains what different things are in well-known rhymes they share. She explains what a pail and a well are and compares them to the use of taps the children are familiar with. The childminder ensures those children who prefer to learn outside have regular opportunities for outdoor play. They explore mud and rainwater as they relish marching in the garden and jumping in puddles. A key strength is the childminder's support of children's developing communication and language skills. She uses a range of strategies that support all children, including those who speak English as an additional language.

### Personal development, behaviour and welfare are good

Children are confident and thoroughly enjoy their time with the childminder. They respond well to her gentle reminders of acceptable behaviour. The childminder ensures settling-in arrangements are flexible to meet children's individual needs. They settle quickly and are well supported emotionally. They learn to take turns and value each other's differences. Friendships flourish as children share experiences with each other. The childminder talks to the children about the benefits of eating healthy foods as they play favourite games. Children are well prepared emotionally for the move to school. They talk to older children about school and visit school daily. Children's safety is central to all activities and the childminder talks to them about how to keep themselves safe as they play vigorous games outside.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They acquire good skills and attitudes to support their future education.

## Setting details

<b>Unique reference number</b>	EY422459
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	874429
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 March 2012
<b>Telephone number</b>	

The childminder was registered in 2011. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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