

# Childminder Report

**Inspection date**

20 January 2016

Previous inspection date

17 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 establishes warm and caring relationships with the children in her care, actively supporting them to feel safe and settled. Children readily go to the childminder for cuddles and reassurance.
- The experienced childminder continually extends her skills through training and research. She knows the children well and has a clear picture of what they know, understand and can do. She plans for the next steps in their development and helps them to make continued progress in their learning.
- The childminder has clear expectations for good behaviour. Children are encouraged to share, take turns and be kind to each other. They behave well and are polite to each other and adults.
- Children's language development is very well supported. The childminder takes every opportunity to develop their understanding of spoken language. She talks to the children constantly and repeats words so that they hear the correct way to say them, introducing them to a wealth of new vocabulary.
- The childminder regularly evaluates her good practice, in order to identify and secure future improvements. She seeks out and acts on the views of parents and children, in order to develop her provision further.

### It is not yet outstanding because:

- The childminder does not make best use of opportunities to expand on the enjoyment and learning of those children who prefer to be outdoors.
- The childminder is not always successful in gaining information from all parents about children's ongoing learning at home.

## What the setting needs to do to improve further

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

- explore more ways to build on the learning opportunities for those children who prefer to be outdoors
- make better use of existing strategies to engage all parents in sharing information about the progress their children make at home.

### Inspection activities

- The inspector held discussions with the childminder about her role and responsibilities in meeting the requirements of the Early Years Foundation Stage.
- The inspector took account of the view of parents from written comments.
- The inspector spoke with the children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning information and a range of documentation, including policies and procedures.
- The inspector checked the childminder's understanding of safeguarding.

### Inspector

Ruth Patel

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection. She recognises the signs and indicators of abuse and neglect and knows who to contact if she is concerned about a child's welfare. The childminder continually reinforces safety expectations throughout children's activities and daily routines. Children are starting to develop their own understanding of how to keep themselves safe. Partnerships with parents are well established. The childminder shares good quality information with parents about their children's learning and development and keeps them well informed about their children's day. However, she is not always successful in engaging all parents in sharing information about their children's achievements at home.

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

Children are enthusiastic and active learners, who thoroughly enjoy playing alongside and with each other. The childminder effectively meets the needs and routines of the children. She makes good use of quality observations and assessments to check children's progress and establish what they need to learn next. The planned activities help children to move on in their learning and develop the skills they require later in life. Children thoroughly enjoy playing with the sea creatures and small-world toys. The activity inspires them to use their growing vocabulary and they are eager to show others what they know and to share their success. Children delight in finding hidden treasures in the coloured oats. The childminder uses every opportunity to extend children's learning further. For example, she uses number language and other mathematical terms during children's play. The childminder provides good opportunities for children to develop their home languages. Children develop an awareness of letters. For example, children form letters with the vegetables they have for lunch and write the initial letter in their names in a special book.

### Personal development, behaviour and welfare are good

Children are cared for very well in this positive, happy learning environment. They feel comfortable, settled and have a sense of belonging. The childminder consistently offers words of praise and encouragement to children. This has a positive impact on their emotional well-being. The childminder takes children out into the community regularly and teaches them about the differences and similarities between themselves and others. This helps to support them to develop an awareness of different people and different ways of life. Children learn about what contributes to a healthy lifestyle. For example, the childminder provides them with fresh fruit and vegetables at snack time and encourages parents to pack healthy food for their lunches.

### Outcomes for children are good

The quality of teaching is good. All children, including those who are learning English as an additional language, make good progress in relation to their starting points. They are well prepared for their next stage in learning.

## Setting details

<b>Unique reference number</b>	222753
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	854618
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<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>	17 June 2009
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in Cambridge. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She supports children who speak English as an additional language.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

