

# Childminder Report

**Inspection date**

11 February 2016

Previous inspection date

11 April 2011

<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**

- Children enjoy their time in an interesting and well-resourced learning environment. They make good progress in their learning. Activities cover the seven areas of learning and are tailored to the children's individual stages of development.
- Children's language development is a priority for the childminder. She is vigilant about helping children who are not progressing as expected. She works well to ensure all children are supported to develop skills in language and communication.
- The childminder has age-appropriate expectations of the children. She manages behaviour effectively to help children to develop an understanding of sharing. Children are kind and friendly and are learning to take turns and consider the needs of others.
- Children benefit from varied, healthy choices at snack time and have active exercise in the childminder's garden as well as local parks. This effectively promotes their overall good health and well-being.
- Good partnerships with parents are in place to ensure they are well informed about and supported with their children's ongoing learning and well-being.
- The childminder spends time considering what she does well and also identifies areas she would like to develop. This has helped her to keep abreast of changes in good practice.

**It is not yet outstanding because:**

- Children's creative development is not always supported by the childminder. At times, she is focused on the end result and children are not consistently encouraged to create, share and express their own ideas.

## What the setting needs to do to improve further

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

- support and encourage children's creativity, extending opportunities for them to experiment and express their own ideas.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed children at play and evaluated activities with the childminder.
- The inspector looked at children's observations and assessment records, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures and risk assessments.
- The inspector looked at the childminder's self-evaluation document and talked with the childminder about how she evaluates and improves her service
- The inspector took into account the views of parents through written feedback.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the action to take should she have any concerns about the welfare of a child in her care. She undertakes regular risk assessments to identify and minimise hazards to children, both on and off the premises. The childminder has effective links in place with other settings children attend and uses these to support children's learning consistently. The childminder makes use of information from professional bodies and has links with other childcare settings that help her to keep up to date with good practice. She demonstrates a commitment to developing her knowledge and evaluates her provision, taking into account the views of parents. Parents value the service she provides, commenting on the warm and caring environment.

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

Children are cared for in a well-resourced environment and engage in learning across all areas. Children become fully immersed in their learning, spending sustained periods of time engaged in activities. The childminder naturally joins in with children's play. She provides support for their language development, modelling correct pronunciation and adding new words. Books are freely accessible and regularly read. Opportunities for children's early writing are also provided. Regular and engaging role play supports children to start to make sense of the world as they re-enact what they see happen at home or out and about. A good cycle of observation, assessment and planning is used to monitor children's progress. The childminder is proactive at putting in place opportunities to support identified areas of need. Parents are actively involved in their children's learning, supported by the sharing of learning records and daily feedback from the childminder.

### Personal development, behaviour and welfare are good

Children have developed trusting and caring relationships with the childminder. They are able to be active or restful, according to their own preferences and needs. The childminder is supportive and flexible when children start with her. She gathers detailed information from parents, enabling her to meet children's emotional needs. Children continue to be supported well as they make the move to the local pre-school. Children's independence is developing well. Older children confidently take themselves to the toilet and are encouraged to try opening their own lunch boxes. Children have good opportunities to be physically active in the childminder's garden and during visits to local parks. The childminder teaches children about the benefits of eating healthily and supports them to make healthy food choices. The development of children's social skills and self-confidence is promoted well. The childminder makes effective use of opportunities in the wider community to support children to become more confident around others.

### Outcomes for children are good

Children are making good progress and they are learning the skills needed in readiness for the next stage of their learning, including school. They are becoming independent and eager learners as, for example, they have a go at cutting up their own fruit and are able to freely access toys.

## Setting details

<b>Unique reference number</b>	221989
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	866004
<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>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 April 2011
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Sutton, Ely. She operates from 7.30am to 6.15pm, Monday to Friday, all year round, except for family holidays and bank holidays.

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