

Childminder Report

Inspection date	16 March 2016
Previous inspection date	19 January 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		Not applicable	

Summary of key findings for parents

This provision is good

- The experienced childminder provides a broad range of interesting activities to complement children's learning experiences at school and pre-school. Children choose their activity and play cooperatively with each other.
- The childminder establishes good partnerships with parents. She shares information about the activities and routines their children enjoy. Parents are very positive about the provision.
- The childminder establishes strong links with the school and pre-school children attend in order to share information about children's care and welfare effectively.
- The childminder is friendly, calm and approachable. She establishes strong, respectful relationships with the children who demonstrate they feel safe and secure in her care.
- Children's good health and physical development are well promoted. The childminder makes good use of the outdoor environment to promote more-vigorous activities, such as den building and physical games.

It is not yet outstanding because:

- The childminder is beginning to seek the views of parents and children who use her service. However, she does not regularly evaluate her provision to identify areas to improve her practice and to keep up to date with changes affecting childcare.

What the setting needs to do to improve further

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

- build on self-evaluation practices to identify professional development opportunities to keep up to date with changes in childcare legislation and practice and further enhance the quality of children's experiences.

Inspection activities

- The inspector had a tour of the areas used for childminding purposes. She observed the quality of interactions with the children during activities.
- The inspector jointly observed and discussed the children's activities 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 evidence of the suitability of other 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 arrangements for safeguarding are effective. The childminder fully understands her role to protect children from harm and to keep them safe. She knows what to do should she have any concerns regarding a child's welfare. The childminder regularly attends training relating to child protection and first aid. The childminder is passionate in her role to provide high-quality childcare where children can relax and enjoy their time after school. Parental feedback is very positive. Parents value the childminder's flexibility and comment that their children are happy. Feedback from the local school is positive, stating that the childminder shares information to promote consistency in children's care and welfare.

Quality of teaching, learning and assessment is good

Children quickly settle and independently choose their activity. The childminder talks to children about their day at school and is interested to hear about their achievements and what they have learnt. She knows the children well and ensures the activities she provides reflect their individual interests. There are ample opportunities to support children's interest in literacy. The childminder provides a selection of books and writing materials to enable children to consolidate their learning at school. Children enjoy creating masks and talk enthusiastically about their choice of decoration. The childminder joins in with play. She supports younger children's mathematical development as they play games together. Older children explore flight as they consider the efficiency of their design of paper aeroplanes in terms of speed and distance.

Personal development, behaviour and welfare are good

The childminder ensures that settling-in arrangements are flexible to meet children's individual needs. She is highly focused in supporting children's emotional well-being. She talks to children and encourages them to discuss any worries or concerns, such as school friendship issues in a safe environment. Children's independence skills are promoted well. They know about good hygiene routines, such as regular handwashing. Children are confident to help themselves to snacks and drinks that are on offer. The childminder is vigilant to the potential risks to children when they use the internet. She has appropriate controls in place to protect children in her home and talks to them about safe use of the internet. She is beginning to share her knowledge of this with parents. The childminder is a good role model and promotes equality at all times. Children behave very well, demonstrating respect and tolerance for each other and of the childminder's home. Older children help younger children to settle and understand the rules of games they play. Children enjoy their time with the childminder, saying they will be sad to leave when they move on to secondary education.

Setting details

Unique reference number	222629
Local authority	Cambridgeshire
Inspection number	864288
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	19 January 2010
Telephone number	

The childminder was registered in 1996. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She currently only provides sessions for children before and after school and during school holidays.

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