

Childminder Report

Inspection date

14 April 2016

Previous inspection date

27 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 quality of teaching is good. Children experience a wide range of activities which contributes to the good progress they make in their learning.
- Children's communication skills are developing well. The childminder models language well throughout the day. She instinctively repeats words and actions to promote children's early speaking and listening skills.
- Parents speak well of the childminder. They believe their children are making progress, especially in their social development, since starting in her care.
- The childminder works well with other settings that children also attend, such as schools and pre-school. This provides children with consistency in their care and learning.
- Children are happy to engage with the childminder, who is very knowledgeable about the individual children in her care.

It is not yet outstanding because:

- Sometimes the childminder does not make the best use of opportunities to offer even more challenge to older or most-able children to them to make best possible progress.
- The current processes of self-evaluation are not fully effective, specifically with regard to using the views of children, parents and other professionals to help identify strengths and priorities for continued improvement.

What the setting needs to do to improve further

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

- provide even more challenging activities to deepen learning and increase the potential for children to be independent learners who achieve at the highest level
- strengthen the current self-evaluation procedures to make greater use of the views of children, parents and other professionals to help identify priorities for improvements that have a positive impact on children.

Inspection activities

- The inspector observed the quality of teaching that occurred within the cabin and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within her home.
- The inspector reviewed children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took account of parental opinion through written feedback provided by the childminder.

Inspector

Andrea Price

Inspection findings

Effectiveness of the leadership and management is good

The very experienced childminder demonstrates a good understanding of her role and responsibility to teach children and keep them safe. The childminder accesses various training courses which have a positive impact on the care and learning she provides. She uses this learnt knowledge to support children to develop skills needed for their future education. The childminder regularly monitors the children's achievements to ensure that all children make ongoing progress. She shares all documentation with parents and the additional settings that children also attend. The arrangements for safeguarding are effective. The childminder fully understands the procedures to follow should she have a concern regarding a child's welfare. Effective policies and procedures support the childminder's practice and ensure that children remain safe in her care.

Quality of teaching, learning and assessment is good

Children learn and play in a purpose-built cabin that is bright and stimulating. The childminder regularly observes and assesses children as they play. She follows children's interests and becomes involved in their chosen play. Children enjoy playing group games and understand the need to share and take turns. Their interest in literacy is developing well. Older children are able to identify some letters within their names and the sounds that they make. Children enjoy being creative and have access to a variety of tools and mark-making resources. Children attempt to form letters and receive praise for their efforts. Effective relationships with parents ensure that they are involved in their child's early education. The childminder regularly shares examples with parents about how they can support learning at home.

Personal development, behaviour and welfare are good

Effective settling-in practices are in place. Children are invited to make visits to the childminder's home prior to them starting. The childminder successfully gathers information from parents which enables her to fully meet the care needs. Children confidently move around the playroom, selecting from a wide variety of toys and resources. This enables them to follow their own interests. For example, children show interest in emergency vehicles. This promotes discussions about how to keep themselves safe and how to act in an emergency situation. Healthy practices are promoted well. The childminder reminds children to cover their mouths as they cough to prevent spreading germs. The childminder provides children with a number of resources that promote discussions about difference, equality and inclusion.

Outcomes for children are good

Children make good progress in their learning and development based on their starting points. They concentrate well during activities that interest them. Children confidently ask questions and receive clear explanations from the childminder, which fosters their understanding of the world around them. The childminder places a very strong focus on helping children gain the skills that they need to build a solid foundation for their future learning. This helps children to be prepared when the time comes for their move on to pre-school or school.

Setting details

Unique reference number	222854
Local authority	Cambridgeshire
Inspection number	854620
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	27 January 2011
Telephone number	

The childminder was registered in 1998 and lives in the village of Over, Cambridge. The childminder operates all year round from 7am to 6pm, Monday to Thursday and 7am to 3pm on Friday, except for bank holidays and family holidays.

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