

Childminder Report

Inspection date

2 June 2016

Previous inspection date

21 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has made significant and robust improvements to her practice since her last inspection. She accurately evaluates her service, considering what she does well and what she would like to continue to develop. The childminder makes effective use of online resources and professional publications to keep abreast of good practice.
- Children are cared for in a well-resourced environment and engage in learning across all areas. The childminder knows children well and provides a variety of activities matched to their abilities and interests. Children have plenty of opportunities to develop their understanding of the world around them.
- Children are developing good levels of independence. They confidently make choices about what they play with and are starting to learn to put their own coats and shoes on. The childminder has age-appropriate expectations of children in her care.
- Language development is supported well. The childminder enthusiastically joins in with children's play, talking with them, supporting their pronunciation and adding new words. Babies' babbling is positively responded to.

It is not yet outstanding because:

- The childminder is sometimes too quick to provide answers to difficulties children encounter in their play. She does not always support them in exploring their own ideas and coming up with their own solutions.
- Assessments for children who are learning English as an additional language are not always robust enough to fully take account of everything the child is skilled at.

What the setting needs to do to improve further

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

- give children more opportunities to experiment with their own ideas and devise solutions to simple problems that may arise during their play and learning
- work more closely with parents on the assessments of children learning English as an additional language, so that everything children are able to do is precisely captured.

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 the suitability of household members and a range of other documentation, including safeguarding procedures and risk assessments.
- The inspector took into account the views of parents through written feedback.
- The inspector talked with the childminder about how she evaluates and improves her service.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is good

The childminder has built effective links with other settings that children attend. She uses these links to provide consistent and complementary support for children's development. There are robust systems in place to monitor the progress that children make in their learning. The arrangements for safeguarding are effective. The childminder is confident about who she should report any concerns to, or what she should do if an allegation was made against an adult in her home. She places a high priority on children's safety, both at home and when on outings. She attends relevant safeguarding and paediatric first-aid training to update her knowledge. Records, including required policies and procedures, are well organised, maintained and implemented. Parental feedback about the childminder's service is very positive.

Quality of teaching, learning and assessment is good

The experienced childminder has a secure understanding of how to support children's learning. She manages the needs and interests of different aged children well. A strong cycle of observation, assessment and planning is used to monitor and support their progress. Books are freely accessible and regularly read. Opportunities for early writing are provided, while mathematics is skilfully weaved through children's play. There are plentiful opportunities for children to value other languages in meaningful ways. Babies are given space and time as they start to learn to roll over or are supported to stand. Children show delight as they manage something for the first time. Parents are actively involved in their children's learning. They provide details of what their children are already skilled at when they start with the childminder. She keeps them well informed about ongoing progress, supported by the sharing of learning records and daily feedback.

Personal development, behaviour and welfare are good

Children have strong relationships with the childminder. They thrive in her care, enjoying her cuddles and praise. Children are settled into the care of the childminder at their own pace and in partnership with parents. Children are kind and supportive to each other. Older children offer to help younger ones and all children are learning to share and take turns. Ongoing information from parents is gathered, enabling children's emotional needs to be well met. The childminder teaches children about healthy lifestyles. They know to cover their mouths when they cough and understand why they wash their hands before mealtimes. Children have good opportunities to be physically active in the childminder's well-resourced garden.

Outcomes for children are good

Children are making good progress and developing key skills needed for their future learning, including school. They are motivated learners and spend long periods of time engaged in activities. They are starting to learn that letters carry meaning and are able to confidently identify some of the letters in their names. Children develop good communication, language and social skills and are confident talkers who successfully share ideas as they play. They are learning to become confident in their own abilities and are willing to have a go at new things.

Setting details

Unique reference number	259640
Local authority	Cambridgeshire
Inspection number	1043856
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	21 May 2014
Telephone number	

The childminder was registered in 2001 and lives in Cambridge. She operates from 8am to 5.30pm, Monday to Friday, all year round, except for family holidays and bank holidays. She supports children who speak English as an additional language. The childminder holds an appropriate qualification at level 3.

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