

# Childminder Report

**Inspection date**

8 June 2016

Previous inspection date

6 October 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 are happy and settled, and make good progress in their learning. They share caring and trusting relationships with the childminder. They explore the environment with confidence, enjoying sitting on a small sofa in the conservatory with a book or pushing dolls in a buggy up and down the hallway.
- The childminder helps children develop an understanding of the importance of healthy lifestyles. They benefit from daily walks to and from school, in all weathers. They enjoy walking through woodlands, stopping for healthy snacks and drinks on the way.
- Children engage well in imaginative play. The childminder shows them how to use a toy stethoscope to listen to a doll's chest. Children pretend to make cups of tea for themselves and the childminder and they have fun pretending to have tea and cakes together.
- The childminder has highly effective links with other childminders. They organise toddler groups and outings together. Children develop good social skills as they play with other children and share meals together.
- The childminder shares her policies and procedures with parents as soon as they register with her. This helps parents to have an understanding of her responsibilities. She gains valuable information from parents on what children can already do and uses this to identify children's starting points in all aspects of learning.

### It is not yet outstanding because:

- The childminder's professional development is not always sharply focused on strengthening her understanding of recent changes to practice and guidance.
- The childminder does not provide children with a wide range of opportunities to learn about families and cultures different from their own.

## What the setting needs to do to improve further

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

- strengthen the programme of professional development to more thoroughly review practice and confidently put into place new legislation that affects work with children
- provide more activities and resources to help children learn about people and communities beyond their immediate experience.

### Inspection activities

- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector saw the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records and the childminder's planning documentation. Evidence of the suitability of household members and a range of other documents, including the safeguarding policy, were also seen.
- The inspector spoke to and interacted with children at appropriate times during the inspection.
- The inspector took account of the childminder's self-evaluation form and the views of parents and children.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident about following appropriate child protection procedures, helping to protect children's welfare. She reviews risks in the environment and on outings, reflecting on the needs of each child. The childminder evaluates her service by identifying what is working well and what she needs to improve. She sources some professional development opportunities, in order to improve her skills and knowledge. For example, she has become more aware of recognising when children may need additional support. The childminder reflects on the activities she provides and the rate of children's progress. She ensures any gaps in learning are quickly identified and plans strategies to address them.

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

The childminder sensitively teaches children as they play. She introduces mathematical concepts, such as number and shape. Children enjoy exploring dough, making patterns with toy vehicles and animals. The childminder gives them time to explore and experiment as they choose. This helps to develop their creativity and concentration skills. The childminder is aware of children's next steps in learning and is able to ensure that the activities they experience are suitably challenging. She regularly shares development information with parents and receives updates from them regarding what children have been doing and learning at home. When children attend other settings, the childminder has effective discussions with key persons. They discuss children's development and the childminder plans activities to complement their learning at pre-school or nursery.

### Personal development, behaviour and welfare are good

Children demonstrate they feel safe and secure with the childminder. They go to her for cuddles when they are unsure of visitors. The childminder supports them with understanding words and encouragement. Children quickly develop confidence and involve visitors in their play. Children are developing good independence as they try to do things for themselves. They persevere with tasks, such as trying to put on their shoes. The childminder explains to children the reasons they need to wash their hands at appropriate times. Parents are kept well informed of what children have been doing. They state how happy they are with the care and education their children receive from the childminder. Children have regular access to the outdoors. They enjoy playing in the garden, going for nature walks and visits to local parks.

### Outcomes for children are good

Children are developing effective communication and language skills. They repeat words the childminder uses, such as squeeze and squish, as they use dough. They are efficient at copying the actions of the childminder, making marks on a magnetic board. Children enjoy looking at books independently and with the childminder. They explore each page with interest looking under flaps and pointing at pictures. Children are making good progress and gaining the key skills required for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY422981
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1042131
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 October 2011
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Great Cambourne. She operates from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

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 2016

