

Childminder Report

Inspection date

13 June 2016

Previous inspection date

8 June 2011

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		Good	2

Summary of key findings for parents

This provision is good

- The childminder's provision of child-height storage and photograph books that display additional resources, enables children to make independent choices about their play.
- The childminder pays good attention to working in partnership with adults in other settings that children also attend. This enables her to build on children's previous learning to promote continued success. The childminder listens to the views of parents and children to help her develop the service she provides.
- Children make good progress overall to secure the skills they need to support continued learning and prepare for their future move on to school. The childminder watches for any emerging gaps in development, taking action to minimise or close these wherever possible.
- The childminder has a good understanding of the age group she is working with and her relevant subject knowledge is communicated well to children.
- Children demonstrate good manners and consideration towards others. They greet each other and visitors warmly on arrival, showing them where they can leave their belongings. The childminder is a very good role model. She calmly and consistently reminds children about the setting's rules. Children play extremely well together, taking turns and sharing resources kindly.

It is not yet outstanding because:

- The childminder's current assessment processes identify where children are working well and any gaps in learning. However, they are not yet, sharply focused on those children who exceed expectations.
- The childminder does not consistently encourage children, who are ready, to share their ideas and add comments about what they want to know, to the assessment process.

What the setting needs to do to improve further

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

- enhance the current system of assessment to more clearly include areas where children excel in their learning and development
- extend opportunities for the most able children to actively participate in sharing their developing ideas to continue building securely on what they know and can do.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the childminder.
- The inspector checked relevant documentation, including the suitability checks of the childminder and her assistant.
- The inspector took account of the childminder's self-evaluation record along with written feedback from parents.
- The inspector spoke with the children at appropriate times throughout the inspection.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder regularly checks her the records, such as children's hours of attendance and existing injuries, to identify anything that may give her cause for concern. She knows exactly what action to take if she is worried about the welfare of a child in her setting. The childminder reflects on her practice and where necessary adapts it to support children's development and strengthen partnerships with parents and other professionals. Interaction between parents and the childminder has recently been developed further, through the introduction of sharing ongoing learning records and photographs electronically. Parents comment favourably about the service they receive. They feel safe when leaving their children in the childminder's care and delight in the range of opportunities their children enjoy on a daily basis. The childminder updates her training, helping her to remain up to date with ideas and any changes in legislation.

Quality of teaching, learning and assessment is good

Children are making good progress towards the early learning goals based on their age, ability and starting points. The childminder plans opportunities based on each child's developing interests. This helps to motivate and engage them well. Children's interactive communication skills are very good. They talk together about what they want to play with and how they are going to organise it. For example, while playing in the mud kitchen older children work together, mixing sawdust, water, soil and foam soap. They combine their ideas, for example, talking about making a 'chocolate pie with raspberries' and how it needs to be cooked in the oven. When the pie is accidentally dropped, they resolve the problem together by seeking more resources from the childminder and cheerfully starting again. Older children copy the good example set by the childminder as they include younger children in their games. For example, they bend down and talk, using encouraging words, such as, 'Do you want to help?' and, 'You can mix it too'.

Personal development, behaviour and welfare are good

The childminder uses plenty of praise to enhance children's self-esteem and confidence. She understands that everyday tasks, such as handwashing are valuable learning opportunities. The childminder encourages children to think and talk about the healthy food they eat at mealtimes. This helps them to begin learning about living healthily. Older children demonstrate a good understanding about how to manage risks, for example, they use more-intricate toys, out of reach of the younger children, at the table. Good consideration is given to dealing with personal needs and developing physical independence. Children's self-assurance grows as their communication skills increase and they develop their understanding of the world around them.

Outcomes for children are good

Children learn about the natural world as they feed birds and investigate creatures that live under plants. They play well together as they organise puppet shows. The wide range of activities enables them to develop their understanding about the wider world. Their confidence increases and they embed skills needed for the next stage in their learning.

Setting details

Unique reference number	222778
Local authority	Cambridgeshire
Inspection number	1034492
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 14
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	8 June 2011
Telephone number	

The childminder was registered in 1998. The childminder lives in Cambridge. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. Her works with an assistant.

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