

Childminder Report

Inspection date

19 July 2016

Previous inspection date

26 January 2015

| 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 effectively addressed the areas for improvement raised at her last inspection. She has sought support and guidance from other professionals to help her to improve. She demonstrates commitment and drive to improve her practice further.
- The childminder reflects on her practice regularly. She seeks the views of parents and other childminders she knows well to identify how she can improve further.
- Teaching is good. The childminder knows the children very well and ensures the activities she provides reflect their emerging interests, providing appropriate levels of challenge to promote their ongoing good progress.
- Children are deeply engaged as they play and demonstrate positive 'can do' attitudes and curiosity in the world around them.
- The childminder is caring and approachable. She establishes firm bonds with the children who thoroughly enjoy sharing time with her, seeking her out to play games and chat with her.
- Children are confident and demonstrate good resilience when things do not go as expected. They are independent and are developing good social skills. Children are developing key skills to support their emotional well-being during times of change, such as the move to school.

It is not yet outstanding because:

- Partnership working is stronger with some settings than others. The strategies used to share information about children's learning are not always successful in promoting a more consistent approach to supporting their progress.

What the setting needs to do to improve further

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

- build on the strategies for working in partnership with all other settings children attend to support continuity for children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of practice 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 suitability of other adults living in her home, a sample of policies and procedures and children's learning records.
- 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. She knows what to do should she have any concerns regarding a child's welfare. The childminder regularly attends training events to ensure her knowledge about child protection is up to date. She targets professional development opportunities to support children's individual needs. She regularly meets with other childminders to share good practice and information to support and drive improvement. Parents are very positive about the childminder. They comment on how they value her reliability and flexibility. They say their children enjoy spending time with her and they believe they make good progress.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and sensitively joins in. She makes good use of opportunities in children's play to extend their learning and understanding. During water play she introduces toy fish to develop children's recognition of different types of fish. She links this to a forthcoming visit to an aquarium and children's current interest in a popular film. Children are eager to join in and talk about how water is needed to help plants grow. They investigate capacity as they guess how much water differently sized containers will hold. The childminder gives children time to explore and time to think before they answer questions. She knows the children very well and understands their precise developmental stage and next steps in learning. These are regularly shared with parents, together with ideas and support for parents to promote children's ongoing progress at home.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time with the childminder who enthusiastically joins in with their play. The childminder ensures children are safe at all times. She teaches them how to keep themselves safe, such as attention to road safety on outings. Children enjoy more vigorous activities outside and demonstrate good coordination when they kick a football with the childminder. They learn to keep themselves healthy. The childminder reminds them to drink plenty of water when the weather is very hot. They enjoy eating healthy foods, such as apples at snack time. The childminder talks to them about the positive effects of healthy lifestyles on their bodies. The childminder is a good role model. She calmly and consistently explains behavioural expectations and sensitively reminds children to use good manners. Children demonstrate respect for the childminder and her home. They apologise when the football bounces into the flowers in her garden.

Outcomes for children are good

Children make good progress given their starting points and capabilities. They are working within the range of development typical for their age. They are confident, independent, curious and eager to learn. They are confident talkers who enthusiastically engage the childminder in conversation about their experiences and thoughts. They are acquiring good skills and positive attitudes to support their future education.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 258090 |
| Local authority | Cambridgeshire |
| Inspection number | 1044843 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 7 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of registered person | |
| Date of previous inspection | 26 January 2015 |
| Telephone number | |

The childminder was registered in 2001. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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