

# Childminder Report

**Inspection date**

5 September 2016

Previous inspection date

24 September 2012

<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 learn about different cultures and customs. The childminder positively reflects their personal backgrounds within her setting. Access to books and a wide range of multicultural resources helps children to develop an understanding of diversity beyond their family experiences.
- Secure attachments are formed between children, the childminder and members of her family. They interact extremely well together, with older children following the good role model of the childminder as they take turns and share toys. Children learn to be proud of what they can achieve and enjoy showing off their creations. Children's well-being and independence are promoted very well.
- Children enjoy a broad and balanced range of activities that helps to motivate and engage their participation and interest. Children firmly establish the basic skills they need in readiness for later learning and their eventual move on to school.
- The childminder has established very positive working relationships with parents, helping her to remain aware of every child's changing care needs. Parents report that the childminder is flexible in meeting their childcare requirements. They speak highly of her service and the extremely good opportunities their children enjoy each day.

### It is not yet outstanding because:

- The childminder does not focus her professional development on enhancing her understanding of changes to teaching practice and the various ways of challenging all groups of children, so that she is in the very best position to provide outstanding provision for children.

## What the setting needs to do to improve further

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

- strengthen plans for ongoing professional development to ensure that training is relevant to enhance teaching skills and increase understanding of working with differing groups of children.

### 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 an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at the childminder's reflective practice procedures and relevant documentation, such as evidence of the suitability of persons living in the household.
- The inspector took account of the views and opinions of parents through written feedback provided.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a very good understanding about child protection issues. She shares information with parents about the procedures she will follow should she become concerned about a child's welfare. The childminder shares relevant policies and procedures with parents so that they understand about her duty of care to their children. In addition, sharing policies and procedures helps the childminder with the smooth daily running of her setting. Children are safely accounted for as their hours of attendance are recorded by the childminder and visitors are also required to sign in. This enables the childminder to remain accountable for all persons in her setting at any time. Mandatory training is completed. The childminder speaks with parents and children, listening to their views and, where possible, developing her service to meet their changing needs. The childminder engages with staff at other settings children attend. She works closely with them, sharing information so she remains aware of, and builds on, the progress children make there.

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

Children have fun as they join in a variety of activities that encourages their investigative skills. For example, children taste, smell and feel fresh vegetables as they are involved in cooking activities. While making pizza for lunch, each child explores their developing taste as they make independent choices about the toppings they want to try. The childminder encourages conversation and children join in eagerly, demonstrating good communication skills and confidence to share their ideas. Parents are encouraged to share information about the achievements their children make at home. The childminder observes how children learn as they engage in play. She uses her knowledge to plan fun learning opportunities, enabling children to build on what they know and can do.

### Personal development, behaviour and welfare are good

Children enjoy first-hand opportunities to meet others and learn about the world around them. They accompany the childminder on trips to local groups and facilities, such as the library. Children learn about healthy eating as they talk about which foods are good for them and where foods come from. They enjoy planting and growing vegetables and then try the many varieties once they have grown. Children are supported well to develop their physical skills. They enjoy daily opportunities for fresh air and exercise, increasing their strength and coordination. Children learn how to keep themselves safe as they use single-handed tools with care, for example, when chopping vegetables for their pizza.

### Outcomes for children are good

Children investigate freely as they move with confidence around the childminder's home and garden. They embed skills, including speaking and listening and learn to meet their personal needs competently. Children develop their imagination as they share their ideas during make-believe play or when joining in craft activities.

## Setting details

<b>Unique reference number</b>	EY442648
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1060005
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 September 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Bourn. She operates all year round from 7.30am to 6pm, Monday to Friday, 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

