

Childminder Report

Inspection date

21 September 2016

Previous inspection date

16 June 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 made improvements since her last inspection. She spends time considering what she does well, and focuses on areas she would like to develop. She has identified training to help her to continue to strengthen her practice.
- The childminder has age-appropriate expectations of children. She manages behaviour effectively to help them develop an understanding of sharing. Children are kind and friendly and even the youngest are learning to take turns.
- Children enjoy their time with the childminder and make steady progress. Activities cover the seven areas of learning and are tailored to the children's individual stages of development. The children are learning about the world around them through a wide range of activities held away from the childminder's home.
- The childminder quickly develops good relationships with the children in her care. She regularly praises their efforts and provides comfort when they need it. Children's behaviour shows they feel safe and secure.

It is not yet outstanding because:

- The childminder is occasionally overly focused on her own ideas and misses opportunities to extend children's learning.
- The childminder has just started caring for children learning English as an additional language. She has not yet fully embedded opportunities for these children to value their home language and culture during their play.
- At times, the large quantity of toys that are out makes it difficult for children to find space to extend their play.

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 time and opportunities to explore, follow and share their own ideas in their play and learning
- embed opportunities for children to increase their awareness of their home cultures and languages
- enhance the organisation of the learning environment to enable children to play in clutter-free surroundings.

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 suitability of household members and a range of other documentation, including a sample of the childminder's policies and her daily registers.
- The inspector talked with the childminder about how she evaluates and improves her service.
- The inspector took into account the views of parents as expressed through written feedback.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is good

The childminder recognises the signs and symptoms of possible abuse and is confident about how to record and report concerns regarding a child's welfare. The childminder attends relevant safeguarding and paediatric first-aid training to update her knowledge. She places a high priority on children's safety both at home and when out and about. The arrangements for safeguarding are effective. The childminder has built links with other settings that children attend and uses these to share information about children's progress. She has strengthened her use of observations and assessments to provide learning opportunities to support children's next stages of development. Parental feedback is very positive, commenting on how the childminder provides a, 'Fun, caring and stimulating environment'.

Quality of teaching, learning and assessment is good

The childminder provides a good range of learning opportunities. Language development is supported well. The childminder joins in with children's play, talking with them, supporting their pronunciation and adding new words. Babies' babbling is positively responded to. Books are regularly read and songs are enjoyed throughout the day. Counting is woven through activities and children are starting to recognise when something is big. Children are provided with opportunities to develop coordination skills as they fit together train tracks and jigsaw puzzles. The childminder makes use of activities away from the home to support children's understanding of the world and their local community. A cycle of observation, assessment and planning is used effectively to support children's progress. Parents are actively involved in their children's learning through daily feedback and sharing information. Parents keep the childminder up-to-date with new interests and skills children are developing at home.

Personal development, behaviour and welfare are good

Children have good relationships with the childminder. They are kind and supportive to each other. Older children offer to help younger ones and all children are learning to share and take turns. Children's age-appropriate independence is developing well. Younger children are encouraged to feed themselves, while older children are supported to manage their own self-care needs. The childminder encourages children to follow good hygiene routines and supports them to make healthy food choices. Children have good opportunities to be physically active, visiting local parks and spending time in the childminder's garden. The childminder supports children to be emotionally prepared as they make the move on to pre-school.

Outcomes for children are good

Children are making steady progress and learning the skills needed in readiness for the next stage of their learning, including school. They spend time working out how to rotate and fit pieces of puzzles together. The childminder encourages them to recognise the first letters of words, or to find letters from their names. Children learn to count and recognise numbers. Younger children spend time exploring musical instruments, showing delight when they work out how to blow through them to make a noise.

Setting details

Unique reference number	222987
Local authority	Cambridgeshire
Inspection number	1051093
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	16 June 2015
Telephone number	

The childminder was registered in 1999 and lives in Cambridge, Cambridgeshire. She operates all year round, on Tuesdays and Wednesdays, from 8am to 5.30pm, except for bank holidays and family holidays. She supports children who speak English as an additional language.

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