

Childminder Report

Inspection date

5 October 2016

Previous inspection date

7 May 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 successfully addressed the actions and recommendations set at her last inspection. She has revised her systems for assessing the progress children make and built relationships with other settings children attend. Self-evaluation is thorough and addresses any weaknesses in practice.
- The childminder forms strong bonds with the children in her care. Children respond well to her warm nature and positive interactions in their play. They enjoy listening to favourite stories while snuggled against her.
- The childminder demonstrates a good understanding of child development. She successfully organises activities she knows the children will enjoy and that provides them with challenge in their learning.
- Children experience a good range of learning opportunities on outings. The childminder takes children swimming and they visit the beach during the summer months. Children attend a music group and visit the park regularly.

It is not yet outstanding because:

- The childminder does not seek sufficient detailed information from parents at the start of a placement about what children can do, in order to inform sharper initial assessments.
- Although the childminder provides parents with information about their children's day in a daily diary, she is not sharing sufficient detail about the precise learning targets set. Parents are not consistently encouraged to share information about children's learning and interests at home to strengthen the planning of activities.

What the setting needs to do to improve further

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

- seek more precise information about what children can do at the start of a placement, in order to sharpen the initial assessment of children's abilities further
- share more detailed information with parents about the specific learning targets set for their children and use information from home more precisely to inform the planning of activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation form, training certificates and evidence of the suitability of adults living in the childminder's home.
- The inspector took account of the written views of parents and children.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps herself up to date with any changes in legislation and the local safeguarding procedures. She understands her duty to protect the children in her care and knows how to report concerns. She attends regular child protection training. The childminder evaluates and reviews her practice. She values the training opportunities that help to develop her knowledge and skills. The childminder builds positive relationships with parents. Parents speak positively about the childminder. They especially like the arts and craft activities, library visits and day trips. The childminder listens to the views of the children in her care. Children show the activities they enjoy by drawing pictures. Older children feel the childminder is helpful, as she helps them with their times tables and spelling.

Quality of teaching, learning and assessment is good

Children play in a homely environment where they are provided with toys and resources they enjoy. The childminder observes children in their play and uses what she sees to enhance and develop children's learning. She provides good support to children during activities and is knowledgeable about their individual interests. The childminder enhances and extends children's mathematical knowledge during play. She encourages children to count and match colours when building a tower. Children are provided with good challenge in their learning. They concentrate hard to pick up different sized conkers using tweezers and transfer them into bowls. The childminder provides other resources, such as spoons, to enable children to think about other ways of transporting the conkers. She introduces weighing scales to help children learn about mathematical concepts, such as light and heavy.

Personal development, behaviour and welfare are good

Children who are new to the setting have settled in well. They happily approach the childminder and are confident to ask for help, when needed. Children learn useful social skills as the childminder takes them out and about where they meet new people and experience different environments. Children behave well and the childminder offers clear praise and encouragement for their achievements. For example, children happily help to tidy away the toys before lunch and use good manners at the dining table. Hygiene procedures are part of daily routines and children know and follow these well. Daily safety checks of the premises and garden help to ensure that children play in a safe and secure environment. Children spend time in the fresh air every day as the childminder promotes their good health. They regularly play in the garden and visit local parks.

Outcomes for children are good

Children's communication and language development is promoted well. The childminder listens and talks to children during activities to promote their speech. She repeats words for reinforcement and introduces new words to widen children's vocabulary. This helps to prepare them well for their future education, such as starting pre-school and school as they become eager and inquisitive learners. Children are working comfortably within the typical range of development expected for their age.

Setting details

Unique reference number	258054
Local authority	Cambridgeshire
Inspection number	1050986
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	7 May 2015
Telephone number	

The childminder was registered in 1995 and lives in Stretham, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

