

Childminder Report

Inspection date

10 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 enjoy their time in a well resourced and stimulating learning environment. They make good progress in their learning. Activities cover the seven areas of learning and are tailored to the children's individual interests and stages of development.
- Children are provided with time and opportunities to develop their thinking skills. The childminder sensitively helps them to work out how to do things and provides time and space for them to experiment and practise new skills.
- Language development is supported well. The childminder enthusiastically joins in with children's play, responding positively to emerging words, supporting pronunciation and extending language.
- The childminder is a positive role model and demonstrates care and respect for the children in her care. Children's behaviour shows that they feel extremely safe, secure and happy in the childminder's home.
- The childminder demonstrates a drive for ongoing development of her provision. Self-evaluation is accurate and parents' and children's views are sought and acted upon. The childminder makes effective use of online resources and professional publications to keep abreast of good practice.

It is not yet outstanding because:

- While links are in place with other settings children attend, precise details of their learning and development are not always shared consistently.
- There are fewer opportunities for children to explore their home cultures and languages.

What the setting needs to do to improve further

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

- enhance the partnership working with other early years settings so that all children benefit from continuity and a highly collaborative approach to their learning and development
- extend the opportunities for children to increase their awareness of their home cultures and languages.

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 the suitability of household members and a range of other documentation, including safeguarding procedures and risk assessments.
- The inspector took into account the views of parents through written feedback.
- The inspector reviewed the childminder's self-evaluation document and talked with her about how she evaluates and improves her service.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates a good understanding of her role in supporting children's development and well-being. She recognises the signs and symptoms of possible abuse and is confident about how to record and report concerns regarding a child's welfare. She undertakes regular risk assessments to identify and minimise hazards to children. The arrangements for safeguarding are effective. Records, including required policies and procedures, are well organised, maintained and implemented. Parental feedback is very positive, commenting on the fun learning environment that the childminder provides.

Quality of teaching, learning and assessment is good

Children are cared for in a well-resourced environment and take part in a broad and balanced range of activities that motivates and engages them. The childminder naturally follows children's interests, supporting them to learn and discover new skills. As children explore musical instruments, the childminder demonstrates how they work, before allowing children as much time as they need to master them on their own. She understands children's abilities well, encouraging them to do things for themselves that she knows they can manage. The childminder makes good use of activities away from the home to support children's understanding of the world and their local community. Regular observations and assessments help to ensure that children achieve their expected milestones. Parents are actively involved in their children's learning. The childminder talks to them on a daily basis and shares photographs and key moments throughout the day as they happen.

Personal development, behaviour and welfare are good

Children have strong relationships with the childminder. They thrive in her care, enjoying her cuddles and praise. Ongoing information from parents is gathered, enabling children's emotional needs to be well met. Children's emerging independence is supported well. They move freely around the childminder's home, selecting resources they wish to play with. Younger children are encouraged feed themselves. The childminder is a good role model, encouraging even the youngest child to say please and thank you. The childminder provides healthy and nutritious snacks and meals. Children have good opportunities to be physically active, visiting local parks and spending time in the childminder's garden. The childminder makes effective use of opportunities in the wider community to support children to become more confident around others. They are emotionally well prepared as they make the move on to nursery or school.

Outcomes for children are good

Children are motivated learners and spend long periods of time engaged in activities, returning regularly to them to strengthen their learning. They develop confidence in their own abilities as they manage buttons and switches on toys, showing delight as music and sounds begin. Children are developing language rapidly and are confident at engaging adults in their play. They are focused and motivated, showing determination and perseverance as they master new skills. Children are making good progress and learning the skills needed in readiness for the next stage of their learning, including school.

Setting details

Unique reference number	EY481990
Local authority	Cambridgeshire
Inspection number	991243
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Ely, Cambridgeshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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