

# Childminder Report

<b>Inspection date</b>	18 November 2016
Previous inspection date	17 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 enjoy their time in a stimulating learning environment and 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.
- The childminder and her assistant give high priority to children's language acquisition. They enthusiastically join in with children's play, talking with them, helping their pronunciation and adding new words. They provide effective support for children who speak English as an additional language, enabling them to become confident talkers.
- The childminder and her assistant are positive role models. They demonstrate care and respect for the children they look after. Children's behaviour shows that they feel safe, secure and happy in the childminder's home.
- The childminder demonstrates a drive for ongoing development of her provision. She works with her assistant to review how the day has gone and to plan for improvements. Self-evaluation is accurate and the views of parents and children 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:

- Occasionally, the childminder is overly focused on her own ideas and misses opportunities to extend children's learning.
- The childminder's use of her garden does not yet fully support non-walkers to make the most of outdoor learning experiences.

## 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
- enhance the use of the outdoor environment, so that non-walkers get the same level of stimulating experiences when outside as older children.

### 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 observation and assessment records, evidence of the suitability of household members and a range of other documents, including safeguarding procedures and risk assessments.
- The inspector took into account the views of parents through written feedback and those spoken to on the day of the inspection.
- 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 and her assistant recognise the signs and symptoms of possible abuse and are confident about how to record and report concerns regarding a child's welfare. They are vigilant and ensure the safety of children during activities. The arrangements for safeguarding are effective. Records, including required policies and procedures, are well organised, maintained and implemented. The childminder ensures her assistant understands his role and responsibilities. Regular observations and assessments support children to achieve their expected milestones. Parental feedback is very positive, commenting on the range of activities and the progress their children make.

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

The childminder and her assistant are skilled at interacting with children. They sensitively support children, helping them to achieve new skills. Children spend time creating hedgehogs out of dough, carefully moulding eyes and noses. They talk about where hedgehogs might live in the garden and collect leaves for their creations to live under. The childminder weaves mathematical learning into the conversations about the different-sized hedgehogs each child is making. Children sing songs and use props to bring them to life. Younger children have space to crawl around and show delight as they make sounds with electronic toys. The childminder positively responds to their early babbling and emerging words. The childminder makes good use of activities away from the home to support children's understanding of the world and their local community. Parents are actively involved in their children's learning. The childminder talks to them on a daily basis and shares written reports.

### Personal development, behaviour and welfare are good

Children have strong relationships with the childminder and her assistant. They thrive in their care, enjoying their cuddles and praise. Children are learning how to be independent according to their age and stage of development. Older children learn to put on their coats and shoes, while younger children are encouraged to feed themselves. Children benefit from nutritious, home-cooked meals. They are learning to share toys and the childminder reminds them to say please and thank you. 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 social groups 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. Older children recognise the letters in their names and are starting to learn to write them. Younger children are developing pencil control as they draw and colour pictures. Children of all ages are developing confidence in their own abilities and show delight as they manage to do things. They show determination and perseverance as they work out how to tighten bolts on construction toys. Children are making good progress and learning the skills needed in readiness for the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	EY433695
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1059947
<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 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 September 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Cambridge. She works with one assistant. She operates from 8am to 6pm, Monday to Friday all year round, except for family holidays and bank holidays. The childminder supports children who speak English as an additional language. She offers funded early years education for eligible two-, three- and four-year-old children.

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