

Childminder Report

Inspection date	13 January 2017
Previous inspection date	29 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The well-qualified childminder demonstrates a drive for the 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.
- Children enjoy their time in a well resourced and stimulating learning environment, both in and out of the childminder's home. 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.
- 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 has age-appropriate expectations of children. She manages behaviour effectively to help them develop an understanding of sharing. Children demonstrate good levels of independence. All children confidently make choices about what they play with while older children are developing self-care skills.
- Opportunities for counting and number recognition are plentiful. As older children play with toys, they confidently count numbers and correctly identify which number is which. Younger children repeat back numbers as they hear them.

It is not yet outstanding because:

- While links are in place with other settings that children attend, precise details of children's learning and development are not shared consistently.
- The childminder does not fully recognise opportunities to extend children's thinking and problem-solving skills during their play.

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 and help all children benefit from continuity and a highly collaborative approach to their learning and development
- develop opportunities that help children to plan, predict and try out their own solutions to difficulties they encounter during their play.

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 arrangements for safeguarding are effective. The childminder is confident about whom she should report any concerns about children to. She understands how to respond to a child protection allegation against an adult in her home. She places a high priority on children's safety, both at home and when out and about. She attends relevant paediatric first aid and safeguarding training to update her knowledge. Records, including required policies and procedures are well organised, maintained and implemented. There are robust systems in place to monitor the progress that children make in their learning. Good partnerships with parents ensure they are well informed about and supported with information about their children's ongoing learning and well-being. Parental feedback about the service is very positive.

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 and supports them to learn and discover new skills. She manages the needs of different aged children well. During cooking activities, older children help to weigh out ingredients while younger ones help to mix. The childminder understands children's abilities well and encourages them to do things for themselves that she knows they can manage. When it starts to snow outside, the childminder talks to the children about snowflakes, helping them to notice how they melt on the floor. Activities away from the childminder's home help develop children's understanding of the world. Regular observations and assessments help to ensure that children achieve their expected milestones.

Personal development, behaviour and welfare are good

Children have strong relationships with the childminder and settle quickly into her care. Ongoing information from parents is gathered, enabling children's emotional needs to be met well. The childminder encourages children to follow good hygiene routines and supports them to make healthy food choices. She is vigilant about ensuring the safety of children with food allergies. Children have good opportunities to be physically active by visiting local parks and spending time in the childminder's garden. The childminder is a good role model, supporting children of all ages to share toys. Children visit local groups and help pay for shopping as they develop confidence around other children and adults. They are emotionally well prepared as they make the move to pre-school 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. Younger children show delight when they press buttons to make cars move. Older children confidently count and enjoy the sensation of handling ice. All children develop physical skills and they crawl through and climb over tunnels. They learn to take care of resources and help to tidy away toys before lunchtime. Children are confident in their own abilities and are making good progress in readiness for the next stage of their learning, including school.

Setting details

Unique reference number	EY411643
Local authority	Cambridgeshire
Inspection number	1065541
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	29 October 2013
Telephone number	

The childminder was registered in 2010 and lives in Chatteris, Cambridgeshire. She operates Monday to Friday from 7.30am to 6pm, all year round, except bank holidays and family holidays. She holds a childcare qualification at level 3. The childminder offers funded early years education for eligible three- and four-year-old children.

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