

# Childminder Report

**Inspection date**

7 February 2017

Previous inspection date

19 March 2013

<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**

- The childminder pays very good attention to promoting children's personal development and social skills. For example, children enjoy weekly trips out to local groups where they learn how to engage in conversations by taking turns. Children begin to develop their understanding of tolerance as they meet and interact with other children and adults.
- The promotion of equality and diversity is at the heart of the childminder's practice. Children's different cultural backgrounds are celebrated. The childminder is alert to potential instances of discrimination and takes time to help children to learn right from wrong.
- The childminder seeks suggestions from children and parents about the service she provides. She adapts her practice, where possible, to meet children's changing interests in their play and learning and the childcare needs of their parents.
- The childminder is aware of the need to develop children's understanding of how to become independent learners, including learning how to manage personal task, such as toileting and handwashing.

**It is not yet outstanding because:**

- The childminder does not always track her assessments as precisely as possible, in order to help children make rapid progress at all times.
- The childminder's procedure for professional development is not yet robust enough to consistently develop the quality of her teaching to the highest level.

## What the setting needs to do to improve further

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

- refine the arrangements for tracking children's progress so that planning for their next steps is even more precise to increase the potential for children to achieve rapid progress
- extend the use of training opportunities to strengthen, even further, existing knowledge and teaching skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided. The inspector discussed with the childminder how she reflects on and continues to develop her practice.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Protecting children from harm is the childminder's top priority. She undertakes regular training to help her identify and support children who may be at risk of harm. This also helps the childminder to understand how to report concerns competently. The arrangements for safeguarding are effective. The childminder pays good attention to working with parents. She also communicates closely with other adults who work with the children, such as staff at the local pre-school or primary school. This enables her to provide consistent care and to support children's educational progress. The childminder monitors children's attendance and records any accidents, enabling her to remain accountable for each child in her care. She gives very good attention to meeting all legislative requirements.

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

The childminder makes good observations to support children as they play and learn. She plans future learning to build on what they know and can do. Varied activities help to challenge children, enabling them to develop a wider range of skills to support future learning and their move on to school. Younger children are motivated because the childminder watches and introduces toys that they are interested in. She promotes learning by arranging a challenging environment that engages children and supports their concentration. Very young children pull themselves up to standing, holding on to strategically placed furniture and toys boxes. They increase the strength in their leg, arm and hand muscles and make good progress in line with their age and starting points. The childminder encourages parents to share learning that occurs at home. She takes the time to provide them with photographs and videos of their child during the day. By working together, they all share and promote children's learning and development. The childminder uses praise, helping to boost children's confidence in their own abilities. This encouragement supports children to share their existing knowledge in conversation and independently search out new discoveries as they play.

### Personal development, behaviour and welfare are good

Children enjoy growing vegetables, such as potatoes, which helps them to begin learning about where foods from. The childminder provides their snacks, which consists of healthy options including fruit. The children help to make some snacks, such as home-made cheese straws. Children learn that a balanced diet is needed to help keep their bodies healthy and to provide them with energy. Children's behaviour is very good. They quickly learn to respect each other's differences as the childminder teaches them about alternative customs and routines. The childminder has high expectations in relation to acceptable behaviour and supports children effectively to develop good manners.

### Outcomes for children are good

All children are confident and competent communicators. As babies begin interacting the childminder helps them to feel understood by chatting in response to their babbling. Children show a real enthusiasm to learn as they make their own choices and explore inside and outside at their own pace.

## Setting details

<b>Unique reference number</b>	222036
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1063746
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 March 2013
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Bar Hill near Cambridge. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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