

# Childminder Report

**Inspection date**

20 February 2017

Previous inspection date

4 December 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 demonstrates a drive to provide a strong learning environment for the children she cares for. She has thought hard about the resources she needs, tailoring them to the ages and interests of the children currently in her care. The childminder is proactive in supporting children's ongoing learning and development and they are making good progress.
- Children are learning to respect the needs and wishes of others. They are encouraged to share and take turns. They show concern when others are sad. Children are developing age-appropriate self-care skills and demonstrate good levels of independence.
- Children are cared for in a well-resourced environment that supports all areas of learning. Enjoyable activities away from the childminder's home are used to extend children's experiences.
- Opportunities for children to develop early writing skills are freely available. Older children regularly draw pictures and talk about their family members as they do so. Younger children show delight as they make marks on magnetic drawing boards.
- The childminder has developed good relationships with parents. They are actively involved and supported with their children's ongoing learning at home. Parental feedback about the childminder is very positive.

### It is not yet outstanding because:

- The childminder is occasionally overly focused on her own ideas during planned activities. She misses opportunities to extend children's own fascinations and ideas in their learning.

## What the setting needs to do to improve further

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

- make the most of opportunities that give children more time to explore, follow and share their own ideas in their play and learning.

### 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 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 has a secure understanding of the possible signs of abuse and is clear about the procedures she would follow if concerned for a child's welfare. She places a high priority on children's safety, both at home and when out and about. Records, including required policies and procedures, are well organised, maintained and implemented. The childminder makes effective use of childminding networks and professional publications to keep up to date with good practice. The views of parents and children are regularly sought and acted upon as part of the childminder's evaluation of her practice.

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

Children take part in a broad and balanced range of activities that motivates and engages them. Many activities remain available over time, allowing children to return to them, which enhances and consolidates their learning. Language development is supported well. The childminder enthusiastically joins in with children's play, responding positively to emerging words, supporting pronunciation and extending language. Counting is skilfully woven through play and books are eagerly enjoyed. A regular cycle of observations and assessments helps to ensure the childminder is clear about the differing abilities of children in her care. She manages the needs of children of different ages well. They are encouraged to carry out tasks she knows they can manage. Children's efforts are rewarded with plenty of praise from the childminder, which boosts their self-esteem effectively.

### Personal development, behaviour and welfare are good

Children have good relationships with the childminder. Younger children regularly climb on to her lap for a quick reassuring cuddle before returning to their play. The childminder makes effective use of settling-in sessions and conversations with parents to ensure she meets children's emotional needs from the start. Children are learning to care for their own health. Older children are encouraged to wipe their noses and then to wash their hands to get rid of germs. They are provided with healthy and nutritious snacks. Children have good opportunities to be physically active, visiting local parks and spending time in the local countryside. The childminder is a good role model, supporting children of all ages to share toys. Children visit local groups and spend time in the company of other childminders and their children, developing confidence around others.

### Outcomes for children are good

Children make good progress and are acquiring the skills they need to support later moves on to nursery, pre-school and school. As they take part in role play, younger children learn parts of the body, correctly identifying ears, tummy and head. Older children take the blood pressure of teddies and use stethoscopes to listen to the teddy's heart. Children spend time playing with play dough, manipulating it and using tools to cut it. They create monsters with lots of eyes for seeing and long wiggly arms. Children enjoy playing with electronic resources, pressing buttons to create sounds or making toy trains move along tracks. Children are skilful communicators, developing confidence in their own abilities.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY462943  |
| <b>Local authority</b>             | Cambridgeshire  |
| <b>Inspection number</b>           | 1066912   |
| <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>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 4 December 2013   |
| <b>Telephone number</b>            |   |

The childminder was registered in 2013 and lives in Fen Drayton, Cambridgeshire. She operates Monday to Friday, 7.30am to 6.30pm, all year round, except bank holidays and family holidays. She offers funded early years education for eligible three- and four-year-old children.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

