

# Childminder Report

**Inspection date**

23 May 2017

Previous inspection date

9 February 2015

<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 experienced childminder is committed to her role. She regularly attends training, researches latest methods of practice online and shares good practice with a very close network of other childminders. Recent training has further enhanced her knowledge to support babies as they learn to feed themselves solid foods.
- Children are very happy and demonstrate that they feel secure in the care of the childminder. For example, they confidently introduce themselves to authorised visitors and talk to them about why they like attending the childminder's home.
- Children learn about the world as they enjoy regular outings in community with the childminder. For example, nature walks, where they observe how the environment changes during the different seasons. They also visit garden centres and wildlife parks.
- The childminder develops strong relationships with parents. There is a very effective two-way flow of information to aid children's care and learning. Parents describe the childminder as very professional and friendly.

**It is not yet outstanding because:**

- The childminder does not yet share precise information about children's achievements with staff from all other settings that children attend, to fully support their continuity in learning.
- Children are not consistently provided with opportunities to solve problems for themselves, such as during planned activities.

## What the setting needs to do to improve further

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

- strengthen partnerships with staff from all settings that children attend
- provide children with more opportunities to make decisions about how to solve problems for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 at convenient times during the inspection. She looked at documentation and evidence of the suitability of the childminder and persons living in the household.
- The inspector interacted and spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided and reviewed how the childminder reflects on the service she offers.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of possible signs that could indicate that children are at risk of harm. She knows how to take swift action in order to protect children's welfare in the event of a child protection concern. The childminder conducts robust risk assessments to ensure that children consistently play within a safe environment. A comprehensive range of policies and procedures are in place which the childminder implements. Accurate self-evaluation ensures that strengths and areas for improvement are effectively identified and acted upon. The childminder carefully reviews children's progress to ensure that any gaps in learning are swiftly addressed.

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

Children express a keen interest in operating electronic toys. They use their voice to automatically turn on the different coloured lights on a specialised lamp. Children positively respond to the childminder's genuine praise for their efforts. For example, her support motivates them to persevere with the challenge they face when threading dried tubes of pasta onto lengths of string. Children develop good control and coordination of their hands. For instance, they use small tools to extract toy animals that are hidden in the different flavoured jelly. Children squeal with delight as they explore the sensation of jelly with their hands and use words, such as wobbly and sticky to describe how it feels.

### Personal development, behaviour and welfare are good

Children behave well and develop good relationships with each other. Effective arrangements are in place to help children to swiftly settle when they first attend. For instance, the childminder visits children and their families at home to gather a wealth of information to support this process. Children demonstrate a clear awareness of how to keep themselves and others safe. For example, they carefully get on and off chairs and know to pick up small pieces of dried pasta from the floor. Children develop strong physical skills as they climb and balance on large equipment during visits to local parks.

### Outcomes for children are good

Children make good progress in relation to their starting points. For example, they are able to identify and write their own name. Children learn to link letters to sounds as they join in with songs and actions that incorporate the different letters of the alphabet. They confidently count, recognise numbers, identify shapes and are able to manage their own personal needs. For example, children are able to put their own shoes on and manage their own outer clothing. They gain the necessary skills needed to help prepare them for their future learning at school.

## Setting details

<b>Unique reference number</b>	259630
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1090469
<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>	0 - 6
<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>	9 February 2015
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Great Cambourne, near Cambridge. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

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