

Childminder Report

Inspection date	20 June 2017
Previous inspection date	23 June 2015

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 childminder listens to parents about their children's skills, knowledge and understanding when they first join her setting. This enables her to plan a welcoming environment that reflects children's interests and helps them to settle quickly.
- The childminder observes well and listens to children as they play and investigate. This helps her to reshape activities and give children explanations that improve their learning. All children make good progress.
- Consistently clear guidance is provided for children by the childminder about what is and what is not acceptable behaviour. Children learn about similarities and differences. They develop tolerance of each other as they learn to share and take turns.
- The childminder provides support for her assistant. She has established a programme of professional development to keep their knowledge up to date.
- The childminder talks with children about why it is important to have a healthy diet and the need for physical exercise so they remain fit and well.

It is not yet outstanding because:

- Opportunities for older most-able children to add ideas to their learning records about what they want to learn next are not always provided.
- The childminder does not consistently maximise individual learning opportunities for children when working in partnership with staff at other settings they attend.

What the setting needs to do to improve further

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

- extend assessment for learning to include, where appropriate, the views and ideas of children and involve them in their ongoing learning and development
- strengthen partnerships with staff at other early years settings children attend to develop more effective ways to share information about their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed a joint observation with the childminder.
- The inspector spoke with children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all persons living in the household. The inspector discussed with the childminder how she reflects on her practice.
- The inspector took account of the views of parents through information they shared with the childminder.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder makes sure that her safeguarding and child protection knowledge remains current. She networks with a group of local childminders and completes relevant training. The childminder and her assistant know exactly what action to take should they have a concern about a child's welfare. The childminder minimises potential hazards in her home and garden, and when taking children on outings. She reflects on her practice as she listens to the views of parents and children. Their views are taken into account as she develops her service.

Quality of teaching, learning and assessment is good

The childminder plans engaging and challenging activities that extend children's existing knowledge and skills. She monitors their ongoing progress to identify and take action if any gaps in learning are identified. Parents are kept well informed about their children's achievements. They are encouraged to support and share information about children's ongoing learning and development at home. The childminder promotes language development. She introduces new words to extend children's vocabulary and encourages them to begin linking sounds and letters. Children gain an understanding of risk through activities that encourage them to explore their environment. They are working comfortably within the range of development typical for their age and make consistently good progress.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment both indoors and outdoors. Children are motivated and interested in a broad range of activities. Their physical skills develop very well as they climb, run, hop and enjoy using large and small equipment. Children gain strength and coordination over movement, helping them to manage personal tasks and join in activities with increasing independence. Children are emotionally well prepared for the next stage in their learning.

Outcomes for children are good

Children have great fun scooping plastic ducks into nets and counting how many they have caught. They show curiosity as they copy the childminder, pouring water from a container into a long tube with a hole. They notice that the water disappears before emerging at the bottom and flowing back into the water tray. Children try this for themselves, concentrating intently, and gain great satisfaction as they manage to copy the childminder. Children acquire the key skills needed to support their move on to school. They are confident communicators who can make their needs understood.

Setting details

Unique reference number	222498
Local authority	Cambridgeshire
Inspection number	1090111
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	23 June 2015
Telephone number	

The childminder registered in 1995 and lives in Swavesey, Cambridgeshire. She works with her husband, who is her assistant. She operates her setting all year around from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays.

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