

Childminder Report

Inspection date

31 August 2017

Previous inspection date

11 April 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

- Children are cared for in a well-resourced environment and take part in a good range of activities that supports all areas of their development. Activities away from the childminder's home are used well to enhance children's learning.
- The childminder places a high priority on children developing manners and respect for others. Children behave well and are supported to share toys. They regularly remember to say 'please' and 'thank you'.
- Children who prefer an outside learning environment are supported well. They have free access to the childminder's garden and are provided with resources and activities outside that cover all areas of learning.
- The childminder makes effective use of professional publications and peer support from other childcare professionals to keep up to date with good practice. She evaluates the service she provides and adapts it to meet the needs and interests of children in her care.
- Parents are positive about the service the childminder provides, describing it as a, 'Home-from-home' environment. The childminder provides regular feedback to parents, ensuring they are actively involved in their children's learning.

It is not yet outstanding because:

- Occasionally, the childminder interrupts children's play and does not always give them enough time to respond to questions she has asked or to come up with their own ideas to solve any problems they encounter.

What the setting needs to do to improve further

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

- provide more opportunities for children to follow their own interests in their play, giving them time and space to consider and come up with solutions to questions posed or any difficulties they encounter.

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 discussed children's observations and assessments. She looked at evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and accident records.
- The inspector took into account the views of parents through written feedback and those parents spoken to during the inspection.
- The inspector talked with the childminder 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 understands her duty to ensure children's well-being and knows to whom she would report any concerns about a child's welfare. She is vigilant about children's safety, both in her home and during outings, and undertakes risk assessments to identify and minimise hazards. A range of policies and procedures is in place which the childminder implements and shares with parents.

Quality of teaching, learning and assessment is good

The childminder regularly and accurately assesses children's progress. She uses what she knows about children's current levels of development and interests to plan activities which support their ongoing learning. On the whole, the childminder joins in well with children's play. Children have many opportunities to develop their imagination and their own storylines as they engage in make-believe play. Children have many opportunities to extend their early mathematical development. They count, play with puzzles and start to learn the names of shapes. Children are developing good language and communication skills. They look at books with the childminder and sing songs. As children take part in activities away from the childminder's home, they start to learn about the wider world around them.

Personal development, behaviour and welfare are good

A high priority is placed on developing children's confidence and social skills. The childminder makes effective use of local groups and outings to ensure children have regular opportunities to engage with other children and adults. Children have plenty of opportunities to develop their physical skills. They use climbing frames, crawl through tunnels and bounce up and down on see-saws. Children are developing an understanding of keeping themselves healthy. They know they need to wear their hats on sunny days and remind the childminder not to miss their face as they are helped to put on sun cream. Children's emerging independence is well supported and they are provided with healthy snacks and meals.

Outcomes for children are good

Children are working comfortably in the range of development typical for their age and are gaining the key skills needed for the move to pre-school or school. As they play being doctors they draw on their own experiences and give patients, 'Banana medicine'. Children engage well with each other and confidently share ideas of what should happen next in their game. As children climb, they work out how to move their bodies so they can make it onto the platform. As they play on the see-saw they know they need another child to make it work and show delight as they make it spin round.

Setting details

Unique reference number	222421
Local authority	Cambridgeshire
Inspection number	1063750
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	11 April 2013
Telephone number	

The childminder registered in 1986 and lives in Cambridge. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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