

# Childminder Report

## Inspection date

20 November 2017

Previous inspection date

3 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The childminder has not provided Ofsted with details of all adults living on the premises so that the required suitability checks can be carried out.
- The childminder does not ensure that all adults living in the house have an enhanced Disclosure and Barring Service check.
- The childminder does not make effective use of ongoing evaluations of her practice to help identify aspects of her professional development, to extend her knowledge and the quality of teaching to the highest levels.
- The childminder does not gain information from parents on children's prior learning quickly enough to enable her to swiftly identify their starting points in learning.

### It has the following strengths

- The childminder has secure settling-in procedures for children. She understands how children who speak English as an additional language may need more support and so works very closely with parents. This helps children to quickly feel secure and they play well with their peers.
- Children are making good progress and have many opportunities to develop their imaginations. They know how to operate toys diggers as they pretend to dig holes in the ground. Children use play food to make meals for each other and the childminder, and talk about how fruit is good for their health.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure Ofsted is provided with the required information about all adults living on the premises so that suitability checks can be carried out</li> </ul>	20/11/2017
<ul style="list-style-type: none"> <li>■ ensure enhanced Disclosure and Barring Service checks have been carried out on all adults living in the house.</li> </ul>	20/11/2017

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

- identify professional development opportunities to extend knowledge and the quality of teaching to the highest levels
- gain more detailed information from parents on what children can already do on entry to the setting, so that their starting points in learning are more precisely identified.

### Inspection activities

- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place.
- The inspector saw the areas of the premises used for childminding.
- The inspector took into account the written views of parents and discussed the childminder's reflections on her practice.
- The inspector looked at children's development and assessment records, evidence of the suitability of household members and a range of other documents, including the safeguarding policy.

**Inspector**  
Jill Hardaker

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder has not ensured that Ofsted has all the required information for every adult living in the household. This means that not all of Ofsted's suitability checks have been successfully completed. Although all adults have current Disclosure and Barring Service checks, they are not all at the required enhanced level. However, the childminder has all the required checks and is the only adult in the house when the children are present. The arrangements for safeguarding are effective. The childminder knows the signs that indicate a child may be at risk of harm and the procedures to follow to report any concerns she has about children's welfare. She assesses risks in her home and on outings to help promote children's safety and welfare. The childminder reflects on some aspects of her practice and identifies areas where she can improve. She seeks the views of parents and implements these into her ongoing practice.

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

The childminder builds good partnerships with parents and shares information with them to help them support children's ongoing learning at home. Parents actively send the childminder information on what children are doing at home. She uses this information and her own observations to assess and track children's learning and to identify what they need to learn next. The childminder skilfully teaches children through her planned activities. For example, she introduces counting as they fill containers with grass seeds and soil. The childminder helps children to learn about the world as she explains to them what plants need to grow. Children are inquisitive and ask the childminder questions about why some things, such as leaves, change colour in the autumn, while other things stay the same.

### **Personal development, behaviour and welfare are good**

The childminder provides daily opportunities for outdoor physical play. Children enjoy playing in the garden and visiting parks where they have space to run and use climbing equipment to develop their large-muscle skills. The childminder provides a welcoming and nurturing environment. Children show that they feel secure and are happy. They enjoy familiar activities and routines, which enhance their sense of security. The childminder ensures parents provide children with healthy food which meets their individual needs. Parents speak positively about the childminder. They feel their children are developing well and that the childminder supports them in their role as parents. For example, she offers advice on the importance of good sleeping routines and potty training.

### **Outcomes for children are good**

Children are consistently busy and motivated to learn. They make good progress in their learning as they confidently select their favourite toys from the wide range available to them. Children develop a good range of skills, such as in communication and language, which helps to prepare them for the next stages of learning and for starting school.

## Setting details

<b>Unique reference number</b>	EY467303
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1102659
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 March 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Cambridge. She operates from 8am until 5pm, Monday to Thursday, all year round, except for bank holiday and family holidays. The childminder holds a childcare qualification at level 3.

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.

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