

Childminder Report

Inspection date

15 December 2017

Previous inspection date

9 May 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are truly welcomed into the childminder's home where they feel extremely settled and confident. The childminder gets to know families exceptionally well and has a precise and sensitive knowledge of children's individual needs from the beginning. Children quickly develop strong emotional attachments with the childminder and this supports them effectively in their early years.
- The childminder has good strategies in place to help children develop their communication and language skills. For example, the childminder learns words in children's home languages and uses these during routines and everyday activities. Equally, she helps children to develop their vocabulary in English during conversations as they play together.
- Parents offer high praise for the childminder and the support she provides for children and their families. They say they are regularly informed of children's progress and recognise the excellent relationship she has with their children.
- The childminder provides children with lots of opportunities to learn about their community and the people who live there. Children enjoy meeting new friends at local group activities and take trips on trains and buses to widen their experiences.

It is not yet outstanding because:

- At times, the childminder does not maximise opportunities to help older children develop their knowledge of letters and the sounds that they represent.

What the setting needs to do to improve further

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

- enhance opportunities for children to learn about letters and the sounds that they represent.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities for keeping children safe. She undertakes regular risk assessments and is alert to possible hazards as children play. Children learn from her example. For example, even the younger children tidy toys from the floor and tuck their chairs away to prevent trips and falls. The childminder knows how to recognise signs of abuse and who to report her concerns to. The childminder closely monitors children's development and quickly identifies when further support is needed to help children make good progress in her care. Links with outside professionals are established and as a result, children's individual needs are addressed collaboratively. The childminder reflects on the service she provides and undertakes training to help improve her skills.

Quality of teaching, learning and assessment is good

Children have a wide range of stimulating toys and activities available to them. They confidently find their favourite plaything and soon become engrossed in their play. Younger children take a particular interest in different toy vehicles. They handle the toys with good dexterity and enjoy experimenting to find out how best to make their cars speed across the floor. Children communicate well and enjoy talking with the childminder. They readily share news from home and take great delight in recalling recent events and visits. Children use a variety of tools to cut, shape and manipulate materials, such as dough. They are encouraged to be creative and their efforts are evident especially at Christmas time, when they make their own decorations and displays.

Personal development, behaviour and welfare are outstanding

The dedicated childminder demonstrates an excellent level of care for all children. She helps children develop a high level of independence in their self-care needs and finds ways to boost children's self-esteem at every opportunity. Mealtimes provide the ideal opportunity for children and the childminder to enjoy being together. They talk about the healthy foods in the fridge and their recent visits to the local shops to buy fruit and vegetables. Children behave exceptionally well and are genuinely protective towards each other. They are highly motivated to learn and join with their friends in activities and games.

Outcomes for children are good

All children make good progress from their starting points. They are inquisitive and keen to try things out for themselves. Children enjoy sharing books with the childminder and take turns reading stories aloud to their friends. Children learn to count as they play and sort their toys according to the type as they tidy away. Children gain the skills and knowledge they need for their next stage in learning.

Setting details

Unique reference number	EY369289
Local authority	Cambridgeshire
Inspection number	1087297
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	9 May 2014
Telephone number	

The childminder registered in 2008 and lives in Littleport, Cambridgeshire. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

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