

# Childminder Report

**Inspection date**

20 March 2018

Previous inspection date

12 May 2014

<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 childminder is committed to the ongoing development of her provision. She regularly reflects on its effectiveness to meet children's needs and secure their progress. She identifies areas to develop to maintain good-quality care and education for children.
- The childminder demonstrates good-quality teaching and supports children's learning well during activities. She effectively questions children as they play. Children eagerly respond, demonstrating their capable thinking skills and good level of understanding.
- The childminder is a good role model for children. She sets consistent rules and boundaries for children to follow. She is calm and kind when interacting with children. She manages their behaviour accordingly for their age and level of understanding.
- The childminder is continually vigilant to maintain children's safety. She talks to children about how to keep themselves and others safe. Children learn to identify and respond appropriately to risk, such as tidying away resources off the floor.
- Children engage well in activities and are eager to 'have a go' at increasingly challenging tasks. They are inquisitive and ask questions during play to extend their knowledge.

### It is not yet outstanding because:

- The childminder does not offer children a wide range of interesting opportunities to practise and develop their early writing skills.
- Sometimes, the childminder does not make the most of opportunities to develop children's thinking and understanding of mathematical concepts beyond counting.

## What the setting needs to do to improve further

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

- offer children rich and exciting opportunities that raise their interest and motivation to practise their early writing skills
- build on children's understanding of numbers and make the most of opportunities to enhance their knowledge of wider mathematical concepts, such as space, shape and measurement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the procedure she must follow if she has any concerns about children's welfare. She knows how to identify signs that a child may be at risk of harm. She has completed additional training to widen her understanding of current safeguarding issues. The childminder is committed to her ongoing professional development. She attends a variety of training opportunities to widen her knowledge and skills. She implements new ideas into the setting to develop practice, such as to provide a wide range of interesting opportunities for children to learn outdoors. Children have regular opportunities to explore in the local community. They visit the library to choose books and attend local groups. This helps them to build their confidence when interacting with others and offers them a wide range of learning opportunities.

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

The childminder regularly assesses children's level of development and plans targeted learning opportunities to support their continued progress. The childminder adapts activities to ensure all children are included. Younger children sit alongside older children and learn how to use scissors safely. Outdoors, they use small hand tools to fill pots in which they plant seeds. The childminder extends older children's learning and asks them if they know what plants need to grow. Children eagerly respond and demonstrate their understanding of the natural world. The childminder shares information with parents about children's progress and works closely with them where there are concerns with children's development. She works with other professionals to help identify and address any gaps in children's learning.

### Personal development, behaviour and welfare are good

Children build good friendships with their peers. They invite and welcome their friends into their play. Children learn to take turns with popular resources. Older children begin to negotiate for themselves how to share resources. The childminder encourages children to be independent and do small tasks, such as getting themselves prepared to go outdoors. They are keen and willing to try. Children play actively outdoors. They throw balls to each other and ride on small vehicles. They visit local parks to use large play equipment and go on walks to explore the environment. Children learn to follow good hygiene procedures and eat healthily. The childminder encourages children to select healthy options at lunchtime. Older children confidently identify which food is healthy.

### Outcomes for children are good

Children make continued good progress in their learning. They are active and motivated learners who enjoy taking part in activities. They communicate well, develop good social skills and are confident to interact with adults and their peers. Children are independent in self-care and begin to show an understanding of how to manage risk. The childminder prepares children well for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY468172
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1102709
<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>	2 - 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>	12 May 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Ely, Cambridgeshire. She operates on Mondays from 8am until 5.30pm, on Tuesdays from 8am until 6pm and on Wednesdays from 8am until 9am and from 3.30pm until 5pm. She operates all year round, 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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