

# Childminder Report

**Inspection date**

17 April 2018

Previous inspection date

27 June 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 professional and well organised and provides children with a welcoming and safe environment. She makes continued improvements to her provision to expand children's range of experiences and help them to progress well.
- The childminder and her assistant work closely together. They communicate well with each other and share their knowledge and ideas. The childminder supports her assistant in her confidence and day-to-day practice to help her continue to improve.
- Children are active, busy and engaged throughout the day. They are confident communicators and enjoy taking part in a wide range of opportunities. They self-select from a good range of resources as well as take part in carefully planned activities.
- The childminder understands how children learn and develop. She knows the children well and skilfully adapts activities, taking account of children's levels of development. This ensures that all children benefit from all of the available opportunities.
- The childminder offers children lots of support and praise. She encourages them to share resources and to be kind to each other. She supports less confident children in social situations and helps them to feel safe and secure.

### It is not yet outstanding because:

- The childminder and her assistant occasionally do not build on children's emerging ideas to extend their interest and learning.
- The childminder does not gather detailed information from parents about their children's prior learning.

## What the setting needs to do to improve further

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

- enhance children's learning and follow their emerging ideas to help them develop their interests and extend their imaginations further
- gather detailed information from parents about what their child already knows and implement highly targeted plans on entry to secure children's continued learning and rapid progress.

### 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 and her assistant. 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 and her assistant demonstrate their secure understanding of how to respond to any concerns they may have about children's welfare. They know how to recognise signs that a child may be at risk of harm. They complete additional training to ensure they have a current knowledge and understanding of safeguarding issues. The childminder supports her assistant to obtain a childcare qualification. The assistant shows a good understanding of the setting's policies and procedures. She learns new skills, such as planning for children's learning and the childminder supports her to continue to develop her teaching skills. The childminder reflects on what she provides and seeks continued improvement. She implements plans to develop her outdoor space and provide children with rich learning opportunities.

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

The childminder observes what children can do to target future development opportunities for them. She shares information with parents about what children enjoy to do in the setting and any new learning they achieve. Parents comment positively about the progress children make. Children engage well in activities, given their age. They learn about nature and collect natural resources to bring back to the setting. Children use leaves and twigs to make marks and paint. The youngest children enjoy the sensory feel of paint and use their fingers to make marks on paper. The childminder responds to babies' sounds and gestures. She names objects they point at to grow their vocabulary. Older children are encouraged to count and identify number. They learn letters from their name and attempt to write with encouragement from the childminder's assistant.

### Personal development, behaviour and welfare are good

The childminder and her assistant continuously promote children's positive behaviour. They are good role models and help children learn to be kind and play cooperatively with each other. The childminder promotes children's good health. She ensures children and her assistant follow strict hygiene procedures. The childminder provides children with healthy food and snacks. She encourages children to be independent and do small tasks for themselves, such as helping to prepare snack and getting ready to go outdoors. Children use knives safely as they learn how to manage risk. They practise road safety when they go on outings. The childminder and her assistant supervise the children closely and look out for hazards, such as warning children to be careful of nettles.

### Outcomes for children are good

Children make consistently good rates of progress. They listen carefully and respond to the childminder's instructions. Children of all ages communicate well. The youngest children communicate through gesture and single words. Older children develop their use of longer sentences and expression. Children are encouraged to be independent and make choices throughout the day. Children develop key skills to help them to be well prepared for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY233805
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1101898
<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>	0 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 June 2014
<b>Telephone number</b>	

The childminder registered in 2002 and lives in Elm, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder holds a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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