

Childminder Report

Inspection date

Previous inspection date

19 April 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 has a good knowledge of how children learn and this is reflected in the high-quality learning experiences she provides. The childminder responds readily to children's interests and their requests for favourite activities. Consequently, children's enthusiasm and motivation for learning is fostered effectively from an early age.
- Partnership working is strong. The childminder values opportunities to share information with other providers so that children benefit from a consistency of support. Equally, she ensures parents are kept up to date with children's daily activities and progress. Parents are very positive in feedback about their children's experiences and the high level of care the childminder provides.
- Children play and learn happily in the childminder's company. They are familiar with the daily routines and are learning to be independent in their self-care needs according to their age and stage of development.
- The childminder realises the importance of children developing good communication skills in their early years. She is especially skilled at supporting those who speak English as an additional language and successfully helps them to swiftly learn new words and phrases.

It is not yet outstanding because:

- The childminder does not gather enough in-depth information about children's abilities from parents when they first start.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what children know and can do when they first start so that children's learning can be even more precisely planned from the beginning.

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 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 undertakes training to ensure she has the information necessary to identify and report concerns about children in her care. She keeps children safe as they play and when they take short trips in the local community. For example, the childminder ensures children have plenty of sun cream applied during sunny weather and teaches children about road safety on their way to pre-school. The childminder reflects on her practice and recognises where she needs to enhance her provision to benefit children. She is keen to improve her teaching skills even further and uses a variety of ways, such as internet research and training courses effectively. Recent training undertaken has had a good impact on the childminder's observation skills and her assessment of children as they play and learn.

Quality of teaching, learning and assessment is good

Children are curious and continuously busy. They particularly enjoy being imaginative and pretending to nurse their teddy bears back to health. Children learn how different medical instruments work and enjoy reading about medical matters in storybooks thoughtfully provided by the childminder to accompany their play. Their literacy skill is further enhanced as they show an interest in the writing displayed around the home on notices, posters and displays. Children learn to count objects, such as candles on a birthday cake, and use mathematical language as they play with dough. For example, children talk about the size of their creations and name the different shapes of the cutters they are using.

Personal development, behaviour and welfare are good

Children behave well and enjoy playing together. They demonstrate good manners and are learning routines, such as tidying away playthings when they have finished. Healthy lifestyles are promoted well by the childminder. She serves nutritious snacks and children enjoy playing outdoors as much as possible. Children visit the local community frequently and particularly benefit from joining in with groups, such as those focussing on musical activities. Here children learn to socialise with a wider group of friends and soon get used to new environments.

Outcomes for children are good

Children are prepared well for their move on to pre-school and school. They are motivated learners who concentrate well on their tasks and listen carefully to instructions. Children communicate well and are confident. They are happy to join in with group activities but equally, are able to make choices and organise their own play. Children make very good progress and enjoy their time with the skilled childminder.

Setting details

Unique reference number	EY501000
Local authority	Cambridgeshire
Inspection number	1053748
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016 and lives in Ely, Cambridgeshire. She operates from 7.30am to 5.30pm, Monday to Thursday, all year round, except for bank and family holidays. The childminder holds a relevant childcare qualification at level 3.

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