

Childminder Report

Inspection date

20 April 2018

Previous inspection date

15 September 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder gives children lots of praise and encouragement, which helps to motivate their positive behaviour and boosts their self-esteem. She is particularly effective in encouraging children to use good manners.
- The childminder establishes strong relationships with parents. There is an effective two-way flow of information, which helps to aid good continuity in meeting children's care needs.
- The outdoor space is well resourced and used to particularly good effect. The childminder gets involved in children's outdoor learning experiences and encourages them to master new physical skills. This helps to enhance children's good progress.
- The childminder often meets up with other experienced childminders and uses this as an opportunity to discuss good practice and new ideas. This helps her to explore new approaches in teaching and to continue to enrich children's learning experiences.

It is not yet outstanding because:

- The childminder does not always obtain in-depth information about children's developmental starting points, to help plan their learning more meticulously from the outset.
- There are fewer opportunities to enrich children's awareness of languages other than English, including the languages used by children and their families at home.

What the setting needs to do to improve further

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

- consistently gather information about children's development when they first attend, to establish children's starting points and plan their progression more precisely from the outset
- provide enhanced opportunities for children to explore languages other than English, to extend their learning to the highest levels.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents expressed in written testimonials and questionnaires.
- The inspector sampled a range of documentation, including evidence of training, self-evaluation and the suitability of those living and working at the setting.
- The inspector observed an activity and jointly evaluated this with the childminder.

Inspector

Sarah Clements

Inspection findings

Effectiveness of the leadership and management is good

Children are continuously supervised to help keep them safe from harm. The childminder has a good understanding of her responsibilities in relation to child protection and prioritises training in safeguarding matters. This helps her to maintain her good knowledge of how to respond to any concerns about a child's welfare. Safeguarding is effective. Self-evaluation is ongoing and plans for improvement are ambitious. For example, the childminder is keen to achieve a relevant early years qualification to help her to gain an even greater understanding of how to support children's learning. Parents express great levels of satisfaction with the provision. For example, they appreciate that the childminder takes time to keep them well-informed of their child's time at the setting.

Quality of teaching, learning and assessment is good

The childminder's skilful interactions help to challenge and motivate children to remain engaged in activities. Children encounter many opportunities to explore their creativity. For example, they enjoy choosing different tools to dip into paint and attentively notice the effects their marks create on paper. Children make good use of the available resources to support their learning. They systematically gather up various imaginary food items and the childminder encourages them to count each item as they place them into a shopping bag. This helps to enhance children's early awareness of numbers. Overall, the childminder supports children's communication and language skills well. She gets involved as children play, introducing new words, mimicking children's language and responding positively to younger children's early attempts to articulate new words.

Personal development, behaviour and welfare are good

The childminder is fun, warm and nurturing in her approach. Children show that they feel very relaxed and comfortable, including when they are separating from their parents for the first time. This helps to support their resilience and prepares them well emotionally for the next stage in their learning. Children often choose to spend their time outdoors and the childminder promotes their health through the provision of plenty of physical exercise and fresh air. Children are encouraged to manage tasks and develop their independence during daily routines. For example, parents willingly take on board the childminder's suggestion to provide younger children with shoes without laces. This helps to make it easier for younger children to learn how to put on their shoes for themselves.

Outcomes for children are good

Children make good progress in their learning. They develop early skills that prepare them well in readiness for their future learning and school. Three-year-old children are motivated learners and regularly talk with the childminder about their needs. For example, they clearly express their desire to read a book with the childminder or to use the toilet. Children develop a good understanding of mathematical concepts. They capably count similar objects in picture books and match objects of the same colour. Children, including those who speak English as an additional language, enthusiastically sing along to songs and demonstrate their rapidly increasing vocabulary of English words.

Setting details

Unique reference number	EY474049
Local authority	Cambridgeshire
Inspection number	1105725
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	15 September 2014
Telephone number	

The childminder registered in 2014 and lives in Cambridge, Cambridgeshire. She operates all year round from 6am to 8pm on Monday to Friday. She does not operate on bank holidays and family holidays.

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