

# Childminder Report

**Inspection date**

23 April 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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**

- Children are cared for in a welcoming environment and take part in a good range of activities, both in and away from the childminder's home. The childminder regularly assesses children's learning and plans effectively to support their ongoing development. Children are making good progress in their learning.
- Children develop age-appropriate self-care skills. The childminder encourages younger children to feed themselves or learn to fall asleep without being rocked. She encourages older children to take off their own shoes and put them in the correct place.
- The childminder shows a desire to provide the best service she can. She has adapted the layout of the environment to meet the changing needs of the children for whom she cares. She puts into place learning from online courses she has completed, to enrich children's experiences.
- The childminder makes good use of an online system and face-to-face discussions to keep parents abreast of their children's progress. Parents are complimentary about the service the childminder provides.

**It is not yet outstanding because:**

- Sometimes, the childminder does not fully extend and build on what children already know and can do, to further enhance their learning and participation in activities.
- The childminder does not make the most of all opportunities to support children to count or recognise number names.

## What the setting needs to do to improve further

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

- enhance teaching to extend and build on children's knowledge and skills to help maintain their high level of engagement and sustained interest in activities
- make the most of all opportunities to support children to count and become familiar with the concept of numbers and number names.

### Inspection activities

- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed children at play and evaluated activities with the childminder.
- The inspector looked at children's observations and assessment records, evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and accident records.
- The inspector took into account the views of parents through written feedback.
- The inspector talked with the childminder about how she evaluates and improves her service.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is vigilant about children's safety, both in her home and during outings. She has a good understanding of her responsibility to protect children from abuse and neglect. The childminder knows to whom she should report any concerns she may have about a child in her care. A range of policies and procedures are in place, which the childminder implements effectively and shares with parents. The childminder makes effective use of online resources and links with other local childminders to keep abreast of good practice.

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

The childminder understands the learning needs of different ages of children and sets up her garden to provide a stimulating and engaging learning environment. The childminder supports children's language development well. She responds positively to babbling from babies and models exciting words for older children, such as 'squishy' and 'enormous'. As the childminder and children look at books together, children take great delight in making animal sounds. Children have free access to chalks and pencils to develop early drawing and writing skills. As they play with jigsaws, the childminder encourages children to solve problems. The childminder understands the importance of developing children's confidence to be around others and ensures she provides opportunities that support this, such as taking children to visit local groups.

### Personal development, behaviour and welfare are good

Children settle quickly in to the care of the childminder and their behaviour shows they feel at ease with her. The childminder responds well to non-verbal cues that children are becoming tired and she sensitively provides care and reassurance. Children have lots of opportunities for fresh air and physical exercise on the school run and regular visits to local parks. The childminder provides children with healthy and nutritious snacks and home-cooked meals. Children understand the importance of drinking fluids and older children pass drinks to younger children. The childminder supports children's self-esteem well. She regularly praises them for their efforts and ensures she provides emotional support to them. The childminder encourages children's good behaviour, such as taking turns and sharing.

### Outcomes for children are good

Children are all making good progress in relation to their starting points and show self-motivation. Outside, younger children learn to negotiate walking on uneven grass, while older children take turns using ride-in cars. As they play with play dough, older children use scissors, working out how to manipulate them to cut off small bits, while younger children take delight in feeling the texture of the dough and poking holes in it. Children are competent learners who are acquiring the skills needed for the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	EY497690
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1039349
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in Milton, on the outskirts of Cambridge. She operates all year round from 7.15am to 5.45pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

