

# Childminder Report

**Inspection date**

2 May 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

- The childminder undertakes continuous professional development, making the most of opportunities to increase her already considerable knowledge. This has a positive effect on the quality of teaching and children's learning.
- Children who are learning to speak English as an additional language are supported particularly well. The childminder provides opportunities for children to hear and see their home language and effectively supports their growing skills in English.
- The childminder has established a close and supportive partnership with parents. She provides parents with termly summaries of their children's progress and offers suggestions for activities at home.
- The childminder gives children time to explore the resources by themselves, giving them the chance to experiment and learn how things work. There is a good emphasis on developing children's physical skills, such as using tweezers to build their muscles for early writing.

### It is not yet outstanding because:

- At times, the childminder has a tendency to do things for children that they are capable of doing for themselves.
- The childminder does not make the best use of some opportunities to help children understand about other people and communities outside of their own.

## What the setting needs to do to improve further

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

- provide children with more opportunities to do things for themselves and make the most of their individual capabilities
- enhance children's opportunities to learn more about other people and communities outside of their own.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and evaluated the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times. She observed and evaluated a specific activity with the childminder.
- The inspector checked a selection of documents, including children's records, evidence of the childminder's suitability and some policies and procedures.
- The inspector took account of the views of parents through written testimonials and survey forms.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident understanding of safeguarding procedures. She knows which agencies to contact if she has any concerns about a child's welfare. The childminder has well-established links with other childcare settings. She understands the importance of working together to promote continuity in children's care and learning. The childminder targets her professional development well to support the children for whom she cares. For example, she has undertaken training in sign language to enhance communication with children who are learning to speak English as an additional language. The childminder routinely collects the views of parents and children to help her to evaluate the quality of the service she offers.

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

Children respond well to the childminder's enthusiastic approach to their play. She joins in their games and supports their developing imaginations, for example, as she 'drinks' pretend soup and tells them it is 'delicious'. The childminder introduces children to resources with varied shapes and textures. They gather up pom-poms with a small net, and comment on their differing sizes and colours. The childminder keeps meticulous records of children's development and makes ongoing assessments of their progress. She has frequent meetings with parents to find out about children's current interests and aptitudes at home. Parents praise the childminder and say she is 'excellent'.

### Personal development, behaviour and welfare are good

The childminder checks all areas of her home and garden to make sure hazards are minimised. This helps to ensure that children play safely. The childminder takes children on a variety of enjoyable outings. They socialise with other children at toddler and activity groups, and visit the local library for songs and stories. The childminder is a keen advocate for outdoor learning. She encourages children to find out about the natural world in her garden. Children delight in pouring water and experimenting with soil and sand.

### Outcomes for children are good

Children make good progress from their starting points. They join in with traditional songs and listen carefully to stories. Children learn to play together. They demonstrate a good capacity to share and take their turn. Children explore resources with confidence and make choices in their play, which helps to prepare them for the next stage of their learning. They are beginning to develop their creativity. For example, they make pictures with foam shapes and glue. Older children confidently name colours and shapes, and recite numbers in order.

## Setting details

<b>Unique reference number</b>	EY500208
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1050307
<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 - 12
<b>Total number of places</b>	4
<b>Number of children on roll</b>	6
<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 Upper Cambourne, Cambridgeshire. She operates all year round from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays.

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