

Childminder Report

Inspection date

8 May 2018

Previous inspection date

10 June 2015

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

- Children build strong bonds with the childminder. They show that they feel happy and confident in her care. Children welcome the childminder's cuddles when they feel tired.
- The childminder plans a rich range of learning experiences. For example, she organises a pony to visit her garden with its owner. Children learn how to care and respect animals as they carefully groom the pony and feed it some treats.
- Young children enjoy many interesting, sensory activities, such as mixing cotton wool balls with fresh herbs, grass and muddy water.
- The experienced childminder focuses well on her role. She completes training and discusses good practice with other childminders to continue to enhance her knowledge and skills. Recent training has increased her understanding of different ways to incorporate children's individual interests within their identified next steps in learning.

It is not yet outstanding because:

- The childminder does not share precise information about children's ongoing achievements with staff from all other settings that children attend, to fully support continuity in their learning.
- The childminder does not routinely gather detailed information from parents about their child's prior learning, to enable her to sharply focus on children's precise learning needs from the outset.
- The childminder does not consistently encourage children to independently manage their own personal needs, to help prepare them for the next stage in their development.

What the setting needs to do to improve further

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

- strengthen partnerships with staff from all other settings that children attend
- gain more detailed information from parents about what their child knows and can already do when they first start
- encourage children to become more independent in managing their personal needs.

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. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and interacted with them during the inspection.
- The inspector took account of the views of parents through written feedback provided and reviewed the childminder's self-evaluation.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of possible signs that could indicate that children are at risk of harm. She knows how to take swift action to protect children's welfare in the event of a child protection concern. The childminder regularly reflects on the service she provides, seeking the views of parents and children. This helps her to act effectively to address any areas for improvement. The childminder carefully reviews children's progress to swiftly address any gaps in their learning. Parents describe the childminder as 'amazing' and compliment her on the 'safe' and 'nurturing' environment she provides.

Quality of teaching, learning and assessment is good

Children's attention is immediately captured by the childminder's bubbly personality and her effective use of intonation in her voice to read them their favourite stories. The childminder encourages children to build on their good language skills. Children use descriptive words, such as 'soft', 'hard' and 'bumpy' as they feel the textured pages of the book. Children are inquisitive individuals. They blow the head of a dandelion flower and watch in fascination as the seed heads float away in the wind. The childminder supports children to develop the fine muscles in their hands in preparation for writing. For example, children use their hands and small tools to scoop up pasta, soil and sand. The childminder provides children with a wide selection of resources that reflect their interests and enable them to use their imagination to re-enact real-life experiences. For instance, they pull the cord on the toy lawnmower and pretend to cut the childminder's grass.

Personal development, behaviour and welfare are good

The childminder has a calm and consistent approach to managing children's behaviour. This effectively supports children to understand the clear boundaries in place to help them to share toys and build friendly relationships. The childminder is a positive role model. Children use good manners without being reminded to do so. She helps children to feel emotionally ready to move on to school or their next stage in learning. Children develop good physical skills in the childminder's inviting garden. They show that they are aware of assessing their own risks as they climb the steps of the slide and know that they must check that there are no obstacles in the way before sliding down.

Outcomes for children are good

All children make good progress in their learning. They are motivated and active learners. Children develop good mathematical skills. They count, estimate how many pieces of pasta are in a group and use mathematical language, such as 'big' and 'heavy', as they play. Children operate electronic devices and confidently sing an alphabet song. They gain the necessary skills to help prepare them for their future learning at school.

Setting details

Unique reference number	222611
Local authority	Cambridgeshire
Inspection number	1090114
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	10 June 2015
Telephone number	

The childminder registered in 1998 and lives in Foxton, Cambridge. She operates from 7am until 6pm on Monday to Friday all year round, except for bank holidays and family holidays.

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