

Childminder Report

Inspection date

15 May 2018

Previous inspection date

4 July 2017

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 reflects on the service that she provides. She is aware of her strengths and has plans in place to manage and address the weaknesses she has identified.
- The childminder demonstrates a strong commitment to working together with parents. This helps to ensure that she promotes a good level of care and learning for the children. Children make good progress from their starting points.
- The childminder gives high priority to supporting children's speech and communication skills. She engages children skilfully, modelling conversation and introducing new vocabulary. Children are encouraged to repeat words back to the childminder and become confident communicators.
- The childminder provides a friendly and welcoming play and learning environment for children. She prides herself that her provision provides children with a 'home-from-home' experience where they feel safe and are confident to express themselves.
- The childminder is a good role model. She is calm and gentle and treats children with positive regard. She effectively builds children's self-esteem, giving meaningful praise for good behaviour and individual efforts.

It is not yet outstanding because:

- The childminder's partnerships with others who provide care and learning for the children are not robust enough to ensure the highest possible outcomes for all children.
- The childminder does not consistently organise routine activities well enough to ensure that younger children are fully included.

What the setting needs to do to improve further

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

- explore further ways to maintain an effective two-way flow of information with others who provide care and learning for the children
- review how routine activities are organised to ensure that younger children are always fully included.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning with the childminder and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder. She also discussed the childminder's self-evaluation.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises and manages her provision well. She works effectively within the statutory framework to ensure that ratios of adults to children are maintained at all times. Children's individual care and learning needs are met. Safeguarding is effective. The childminder has a good understanding of her responsibility to protect the welfare of children. She meets regularly with other early years professionals. This enables her to share ideas about good practice and helps her to keep up to date with current guidance and legislation. The childminder is committed to her own professional development. She completes relevant training to further improve her skills and knowledge. The childminder builds friendly and trusting partnerships with parents. Parents are kept well informed, both through written information and daily verbal communication.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good and sometimes outstanding. The childminder has a secure understanding of the age group she is working with, and she provides a stimulating learning environment, indoors and outside. Toys and resources are stored to enable children to select for themselves, promoting their independence and confidence. The childminder responds well to children's changing interests and is led by what they want to do. She takes opportunities to extend their learning. For example, when children play with dough the childminder talks to children about the colour of it. She encourages children to play imaginatively, using a box as an oven to 'bake their cakes'.

Personal development, behaviour and welfare are good

Children's emotional well-being is supported effectively. The childminder supports children effectively as they move from home to her provision. She tailors her settling-in procedures to the individual needs of each child and their family. Children develop secure emotional attachments to the childminder and enjoy her involvement in their play. With the childminder's support, children persevere in activities of their own choosing. Children play harmoniously together and share popular resources. They show respect for the feelings and needs of others. Children readily use 'please' and 'thank you'. They respond well to the childminder's high expectations. The childminder promotes a positive approach to diversity. She supports children to learn about the world beyond their own experiences. They take part in charity events and raise money for good causes.

Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to school. They are confident and independent learners who readily lead their own play and learning. Children learn to manage their self-care needs relevant to their age, such as taking themselves to the toilet and putting on their own shoes to play outside. Children develop their physical skills in the well-resourced garden. They use paintbrushes and water to make marks. Older children write recognisable letters.

Setting details

Unique reference number	222663
Local authority	Cambridgeshire
Inspection number	1136016
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	4 July 2017
Telephone number	

The childminder registered in 1996 and lives in Wimblington, March. She operates all year round from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

