

Childminder Report

Inspection date	12 June 2018
Previous inspection date	3 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 establishes good partnerships with parents from the start. She regularly shares details with parents about their child's progress and how they can support their child's ongoing learning at home. This significantly contributes to the good progress children make.
- The childminder is well organised and shares with parents a good range of policies and procedures that underpins her practice and helps to promote children's welfare.
- Children establish strong bonds with the childminder. They demonstrate they feel safe and secure in her care. They are confident to seek cuddles and sit with the childminder to complete jigsaw puzzles together.
- The childminder is calm and approachable. She is a good role model for children. She gives children gentle reminders to help them to learn how to behave well. Children receive plenty of praise and encouragement. This helps them to build good levels of self-esteem.

It is not yet outstanding because:

- Sometimes, the childminder does not make the most of opportunities to extend children's understanding and interest in numbers.
- The childminder occasionally over directs children's play. This means children have fewer opportunities to develop their own ideas and to be creative in their play.

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 understand and learn about numbers
- extend opportunities for children to be creative and develop their own ideas in play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder confidently explains her role to protect children from harm. She knows what to do should she have any concerns about a child's welfare. The childminder is committed to providing children with enjoyable learning experiences in a safe and homely environment. She regularly reflects on her practice. She gathers the views of parents and other professionals she sees frequently to help her to identify her strengths and areas to improve. The childminder attends training and makes use of internet research to help to develop her knowledge and skills. Parents are very positive about the childminder. They believe their children make good progress and that they enjoy themselves while in her care.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and regularly assesses their progress. She identifies children's next steps in learning and plans appropriately challenging activities and experiences to help children to make good progress. Children enjoy singing songs and rhymes with the childminder. They know some of the words and enjoy moving their bodies to complete some of the actions. For instance, they jump up and down and pretend to be rabbits. Children are deeply engaged as they explore rice. They fill different-sized containers and confidently identify colours, such as green, pink and yellow. The childminder talks to children as they play. She introduces new words to help children to build on their vocabulary, such as 'sticky'.

Personal development, behaviour and welfare are good

The childminder gathers information from parents when children start, to help her to establish children's starting points and plan for their next steps in learning. Children settle quickly and thoroughly enjoy themselves. They self-select from a wide range of toys and resources. The childminder provides good opportunities for children to learn about the wider community. They regularly attend local toddler groups and visit parks and woods. Children learn to respect each other and build friendships. They learn about other cultures and festivals, such as Chinese New Year and Diwali. The childminder teaches them about road safety when they go out. Children are confident and behave well. They learn about the benefits of eating a healthy diet.

Outcomes for children are good

All children make good progress, given their starting points and capabilities. They gain key skills to support the next stage in their learning and the eventual move to school. Children are active learners who are confident to play and explore. Children learn to share and take turns. They are developing independence in their play. Children learn to keep the environment safe for each other. They help to tidy toys away when they have finished playing with them.

Setting details

Unique reference number	EY405905
Local authority	Cambridgeshire
Inspection number	1105079
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	3 September 2014
Telephone number	

The childminder registered in 2010. She operates all year round, from 7.30am to 6.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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