

# Childminder Report

**Inspection date**

21 June 2018

Previous inspection date

2 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 quality of her provision and takes into account the views of parents and children. This helps her to identify her strengths and areas for development. The childminder provides children with a good standard of care and learning.
- The childminder builds strong partnerships with parents. She keeps them informed about their children's day and learning. Information is shared daily, through verbal communication and written records. Written testimonials demonstrate the high regard parents have for the childminder.
- The childminder has a good understanding of the individual needs of the children in her care. She is fully aware of where they are in their learning. The childminder plans an interesting range of activities to build on what children already know and support their continuing progress.
- Children's emotional well-being is supported well. The childminder provides a welcoming home-from-home family environment. Children develop close emotional attachments to the childminder, readily going to her for cuddles and support as they play and learn.

### It is not yet outstanding because:

- The childminder does not consistently build partnerships with other settings that children attend to establish good-quality sharing of information.
- The childminder does not always pronounce initial sounds accurately when supporting children to further develop their early literacy skills.

## 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 others who provide care and learning for the children to establish a consistent approach
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly to further promote their early reading skills.

### 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 and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to her own professional development. She keeps up to date with current legislation and good-practice guidance. She has recently carried out an audit of the personal data she keeps about children and families to ensure that she is meeting data protection legislation. Safeguarding is effective. The childminder has a good understanding of her responsibility to protect the welfare of children. She encourages parents to share what they know about their child. This helps her plan for children's continuing progress. Parents describe the childminder as friendly, approachable and professional. They report that they value highly the childminder's caring nature and that she puts their children's interests at the centre of everything that she does.

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

The childminder monitors the progress of the children in her care. She identifies any emerging gaps in children's learning so that appropriate interventions can be implemented. She is led by what children want to do and supports them in purposeful play. Children benefit from a range of interesting resources indoors and outdoors that helps support their good progress. The childminder readily changes activities in response to children's interests. For example, when children tire of a planned activity modelling with boxes and other containers, the childminder quickly moves on to supporting children in physical play in the garden. She supports children's communication and language skills well. Older children are encouraged to engage in conversation and the childminder actively listens to what they have to say. She responds well to the babbles and gestures of babies, mimicking conversation and introducing new vocabulary.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder supports children effectively as they move from home to her provision. She builds friendly and trusting relationships with parents and children. Children develop a good sense of belonging. The childminder finds out about their individual routines for sleeping and feeding through her discussions with parents. She follows these and promotes continuity of care. The childminder is a good role model who treats children with positive regard. She sets clear and age-appropriate behaviour boundaries for the children. Children play well together. The childminder plans regular outings to the local area. Children learn about their own community and people beyond their immediate experience. Children have daily opportunities for exercise and fresh air to promote their good health and physical well-being.

### Outcomes for children are good

Children develop the key skills needed to be ready for the next stage in their learning, such as moving on to school or nursery. They readily lead their own play. Children develop self-care skills relevant to their age, such as putting on their shoes. They understand that print carries meaning. Older children are able to recognise and write letters from their first name.

## Setting details

<b>Unique reference number</b>	222978
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1103234
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 October 2014
<b>Telephone number</b>	

The childminder registered in 1999 and lives in Cambridge. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with a co-childminder.

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