

Childminder report

Inspection date	30 August 2018
Previous inspection date	14 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The experienced childminder effectively manages the learning needs of differently aged children. Children of all ages remain engaged in activities for sustained periods, helping to consolidate their learning.
- Children behave well and often manage to negotiate sharing and turn taking with minimal support from the childminder. They are encouraged to remember to say 'please' and 'thank you'.
- The childminder supports children's language development well. She enthusiastically joins in with their play, responding positively to their emerging words, supporting pronunciation and extending language. She holds meaningful conversations with older children, encouraging them to remember and recall past events.
- The childminder makes good use of local parks and soft-play areas so that children have daily opportunities for fresh air and exercise. She ensures meals and snacks provided to children are healthy and age appropriate.

It is not yet outstanding because:

- The childminder has not yet established consistent links with other settings that children attend, to support children to achieve the very best in their learning.
- The childminder has not yet fully explored ways to enhance her professional development even further to extend her knowledge to the very highest level.

What the setting needs to do to improve further

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

- enhance partnership working with other early years settings that children attend, to share precise information consistently about their learning so that children benefit from continuity
- explore further professional development opportunities to help raise the quality of teaching and children's learning to the very highest level.

Inspection activities

- The inspector spoke to the children and childminder at appropriate times during the inspection.
- The inspector observed children at play and evaluated activities with the childminder.
- The inspector looked at children's observations and assessment records, evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and accident records.
- The inspector took into account the views of parents through written feedback.
- The inspector talked with the childminder about how she evaluates and improves her service.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of child protection matters, and she is confident about to whom to report any concerns. She understands how to respond to child protection allegations against an adult in her home. The childminder is vigilant about children's safety, in her home and during outings. A range of policies and procedures is in place that the childminder implements and shares with parents. Parental feedback about the childminder is positive. They particularly value the homely environment she provides and comment that they feel very well informed about their children's development.

Quality of teaching, learning and assessment is good

Children take part in a broad and balanced range of activities. For example, as children engage in a painting activity, younger children explore the paint using a range of different items, from brushes and sponges to their own fingers and hands. Older children use thinner brushes and pens to create pictures of flowers or experiment with what happens when they blow paint through straws. Children's language development is promoted well and opportunities for learning about numbers and counting are supported as children play a range of board games. The childminder observes children's development, assessing the progress that they make and putting into place support for their next stage of learning.

Personal development, behaviour and welfare are good

Children have warm and positive relationships with the childminder and with each other. Children arrive happy and separate easily from their parents. Meals and snack times are sociable as children talk about the activities in which they have taken part. As they chat, they consider how to keep themselves safe when swimming at the beach on an upcoming holiday. Children regularly take part in activities away from the childminder's home, providing plenty of opportunities for them to become confident and secure in other social situations. Children are emotionally well prepared as they make the move to pre-school or school.

Outcomes for children are good

Children are motivated and engaged learners who are working within the expected range of development for their age. Older children show appropriate independence, such as when accessing the toilet or managing their own socks and shoes. Younger children are starting to express their own wishes. Older children talk about where food comes from and they know that cereal is grown in fields and then cut by the farmer to be sent to factories. Younger children are starting to learn the names of colours. All children are developing the skills needed for the next stage of their learning, including school.

Setting details

Unique reference number	222900
Local authority	Cambridgeshire
Inspection number	10062103
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	14 June 2016

The childminder registered in 1998 and lives in Whittlesford, Cambridgeshire. She operates all year round from 8am to 6pm, 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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