

Childminder report

Inspection date	14 September 2018
Previous inspection date	3 July 2014

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 childminder and her co-childminder provide children with a welcoming, family environment. Children form close bonds with the childminder and they are happy and settled in her care. This has a positive effect on their emotional well-being.
- Children's safety is a priority. The childminder maintains a safe environment and supervises children well. Children are able to access the garden freely. This helps to promote their good health and supports their physical well-being.
- The childminder is passionate about providing a high-quality service to children. She works closely with her co-childminder. Together they reflect on their setting and identify ways to make improvements, such as developing the outdoor provision to enhance children's learning opportunities.
- The childminder has a good understanding of how children learn. She ensures that children receive a wide variety of first-hand experiences in her home and on outings. The childminder supports children's play and learning well to help them to make good progress.
- The childminder has developed effective communication links with other settings that children attend. She is committed to working together with them to ensure continuity of care and learning for the children.

It is not yet outstanding because:

- The childminder does not gather precise information from parents about what children are learning at home when they first start at the setting.

What the setting needs to do to improve further

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

- work more closely with parents to gather detailed information about what their children can already do so that their starting points in learning can be collaboratively identified on entry.

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 spoke with the childminder and her co-childminder at appropriate times during the inspection. She looked at relevant documentation and children's records and discussed the childminder's policies and procedures.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and those living on the premises.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Karen Harris

Inspection findings

Effectiveness of leadership and management is good

The childminder completes training courses and is proactive in keeping up to date with developments in childcare practice. For instance, she attends an annual childcare conference to enhance her knowledge and share ideas with other childminders. The childminder ensures that parents are fully aware of the robust policies and procedures that underpin her good practice. She works with other professionals to put consistent approaches in place if there are any identified areas in children's development that need support. Safeguarding is effective. The childminder ensures that she has a good understanding of safeguarding procedures. She knows the appropriate action to take if she were to have any concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

The childminder carefully organises her home so that children have opportunities to play with a wide range of toys and resources. Children lead their own play. They are happy and actively engaged. The childminder supports children's decision-making skills effectively and joins in with their play experiences. She is skilled at recognising children's need to play independently and provides support when required. The childminder encourages children's pretend play, such as using a whisk to 'mix' in a bowl. She extends children's learning further or redirects their play when they begin to lose interest in activities. The childminder supports children well in developing their language and communication skills. For example, she gets down to children's level and talks to them as they play. The childminder models language and adds new words into children's vocabulary. She uses opportunities to incorporate counting and colours into young children's play.

Personal development, behaviour and welfare are good

Children enjoy spending time at the setting. They explore their environment and demonstrate that they feel happy and safe in the childminder's care. The childminder is a good role model. She supports children to learn to be polite. The childminder gives constant praise and encouragement throughout activities. Children develop their confidence and self-esteem. The childminder supports children to prepare emotionally for the next stage in their learning. For example, they have opportunities to become familiar with other settings when they accompany the childminder to collect children from school. Children develop awareness of the world around them. They learn about festivals from cultures other than their own, for example, through art and craft activities.

Outcomes for children are good

Children make good progress and gain many skills that they need in preparation for the next stage in their learning, such as moving on to nursery or starting school. They are motivated and curious learners who are confident to explore new experiences. Children take part in many creative activities. They have opportunities to develop their early writing skills. Children learn about healthy practices, such as handwashing before eating.

Setting details

Unique reference number	EY473760
Local authority	Cambridgeshire
Inspection number	10068482
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 July 2014

The childminder registered in 2014 and lives in Warboys, Cambridgeshire. She works alongside another registered childminder. The provision operates all year round from 7am 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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