

Childminder report

Inspection date	17 September 2018
Previous inspection date	2 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 childminder is knowledgeable about the children in her care and regularly assesses the progress that they make. She quickly identifies where a child may be at risk of falling behind in terms of typical development and supports them effectively to catch up with their peers.
- Children are encouraged to start to develop age-appropriate independence skills. Older children confidently help themselves to resources and access the toilet with minimal support. Younger children start to learn to feed themselves.
- Language development is supported well. The childminder holds meaningful conversations with older children and encourages them to remember and recall past events. She regularly engages in singing activities with children.
- The childminder makes good use of professional publications and online forums to stay abreast of good practice. She seeks feedback from parents on her service and adapts the provision she provides to meet children's and families' needs.

It is not yet outstanding because:

- The childminder does not always fully recognise opportunities to extend and build on what children already know and can already do that further extends their knowledge and learning.
- The childminder does not use all opportunities to support most-able children to understand letter sounds.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend and build on children's knowledge and skills during their play
- strengthen opportunities to support most-able children to learn about letter sounds and what they represent.

Inspection activities

- The inspector spoke to the 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 is vigilant about children's safety, in her home and during outings. She has a good understanding of her responsibility to protect children from abuse and neglect. The childminder knows who to report any concerns to. Parental feedback about the childminder is positive. They say that they feel their children are one of the family. Parents value the communication the childminder provides and comment on the good progress their children make. The childminder is professional and has good systems in place to ensure required paperwork is well organised and easily accessible.

Quality of teaching, learning and assessment is good

The childminder understands the learning needs of different ages of children and, on the whole, provides a stimulating and engaging learning environment for them. As children play outside with bubbles they are encouraged to try and catch them and are supported to see how the winds blows them in different directions. Inside, as they take part in singing activities, older children competently tap out the rhythm of songs. Younger children explore musical instruments, working out how to shake them to produce a sound. As they play with crayons, younger children start to produce marks, while older children show interest in forming letters and numbers. Opportunities to count and develop early mathematics skills are woven through many activities.

Personal development, behaviour and welfare are good

Children have warm and positive relationships with the childminder and with each other. Older children are mindful of the needs of younger children and show high levels of tolerance when games are momentarily interrupted by babies exploring the environment. The childminder supports children's self-esteem well. She regularly praises them for their efforts and ensures she provides emotional support to them. Children regularly take part in activities away from the childminder's home that provide plenty of opportunities for them to become confident and secure in other social situations. The childminder provides healthy snacks and regular opportunities for fresh air in her garden and on local walks.

Outcomes for children are good

Children are motivated and engaged learners, who acquire the skills needed for the next stage of their learning, including school. Younger children start to pull themselves to standing and cruise around furniture. As they play with electronic toys they show delight in the noises produced as they press buttons. Older children competently express their views and needs. As they play board games they learn to take turns and to follow the rules of the game. Children can deal with minor setbacks and will regularly try something again when supported to see that it was not successful the first time.

Setting details

Unique reference number	259640
Local authority	Cambridgeshire
Inspection number	10062105
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 June 2016

The childminder registered in 2001 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 provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

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