

Childminder report

85 Brooks Road, Cambridge, Cambridgeshire CB1 3HP



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| Inspection date | 26 September 2018 |
| Previous inspection date | 3 September 2015 |

| 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 provides a well-organised environment in a homely atmosphere, which gives an immediate impression of fun and interest.
- Children quickly become engrossed in activities of their own choice and learn independently through play. The childminder holds useful conversations with children to help them to play more purposefully and become inquisitive learners.
- Children and babies enjoy a range of physical activities, which help to develop their muscle control.
- The childminder knows each child very well. She observes their progress constantly and forms an accurate picture of their development. She uses this to inform planning and fill any gaps in their learning. All children, including those learning English as an additional language make good progress.
- Children, including babies, settle very quickly and form a close relationship with the childminder. They enjoy a cuddle with her when they want affection and comfort.
- The childminder seeks out new ideas and developments in childcare to improve outcomes for children. She researches and networks with other childminders.

It is not yet outstanding because:

- The childminder has not found further ways to keep parents fully engaged in their children's learning, particularly in setting and sharing next steps, to enhance children's progress even further.

What the setting needs to do to improve further

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

- enhance partnerships with parents to help explore new opportunities for them to be involved in setting next steps for their children.

Inspection activities

- The inspector observed activities in the childminder's home and the impact her teaching had on children's development.
- The inspector spoke with the childminder and the children when appropriate.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector discussed the childminder's self-evaluation, risk assessments and policies and procedures. She looked at a range of other relevant documents.
- The inspector took account of parents' views from completed reviews.

Inspector

Liz Kissane

Inspection findings

Effectiveness of leadership and management is good

The childminder has a clear knowledge and understanding of all areas of learning and how young children learn. She provides a range of practical and creative activities that stimulate children's curiosity. For example, children explore colour when they paint. They enjoy baking cakes to investigate how materials change when different ingredients are added and heat is applied. The childminder's recent training has led her to review teaching methods further to help meet each child's individual needs. Safeguarding is effective. The childminder has clear safety procedures and follows these closely to promote children's safety. She is alert to any signs that children may be at risk of harm and knows how to report concerns.

Quality of teaching, learning and assessment is good

Children learn to operate dials, poppers and handles on toys, which helps to develop their hand muscles towards holding a pencil. The childminder provides a variety of good-quality resources to help support children to make marks and patterns on paper. Children freely choose books to share with the childminder, and she reads to them often. The childminder regularly evaluates the quality of her provision and seeks to make improvements. She has identified ways to enhance reading opportunities for babies by providing books with textures they can feel. When the childminder asks questions, she gives children time to think before guiding them. She knows when to model, repeat, or extend words or sentences.

Personal development, behaviour and welfare are good

The childminder has a welcoming and lively rapport with children. They respond well to her and this helps them to develop good relationships with one another. Behaviour is very good. The childminder's regular and meaningful praise ensures children feel good about themselves and gain confidence. For example, babies are motivated after the childminder helps them to practise cycling leg motions. They roll over and begin to raise themselves on their knees. They become independent and resilient from a young age. The childminder works very closely with parents to address children's care needs. Parents highly appreciate the care and attention the childminder gives to ensure their children are safe and happy.

Outcomes for children are good

Children gain essential skills in readiness for the next stage in their education. They know what the childminder expects. They learn and play well together, taking turns and sharing resources. Children gain early literacy and mathematical skills, such as enjoying books and counting. They learn about caring for plants and animals on visits to the garden centre and pet farm.

Setting details

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| Unique reference number | 258063 |
| Local authority | Cambridgeshire |
| Inspection number | 10062040 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 3 September 2015 |

The childminder registered in 2001 and lives in Cambridge. She works from 8am to 5.30pm, Monday to Thursday, for most of the year.

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