

Childminder report

Inspection date	3 October 2018
Previous inspection date	19 March 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 is committed to her ongoing professional development. She accesses a wide range of training and completes her own personal research to update her skills and knowledge.
- The childminder gets down to children's level to play with them. She describes what they do and models language for children to hear and repeat. This supports children's language development.
- Children have many opportunities to be physically active in the childminder's garden. They jump, climb and use large play equipment safely. The childminder supervises children closely and talks to them about how to keep themselves safe.
- The childminder is a good role model. She warmly welcomes children into her calm and relaxed setting. Children behave well throughout the day. They build good relationships with their peers and happily play alongside each other.
- Children quickly become confident learners. This helps them to make good progress. They choose what they want to play with, are willing to have a go at small tasks and develop their independence in self-care.

It is not yet outstanding because:

- The childminder does not gather detailed information from parents about children's prior learning to target precisely learning opportunities for children on entry.
- Occasionally, children do not demonstrate high levels of engagement in activities. The childminder does not enhance children's curiosity to explore and follow their own ideas.

What the setting needs to do to improve further

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

- seek detailed information from parents about children's prior learning and development to identify children's starting points and plan precisely for their learning on entry
- extend children's participation and sustained engagement in activities and provide them with rich and interesting opportunities to explore, investigate and follow their own ideas.

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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to identify and respond to any concerns she has about children's welfare. She updates her knowledge of wider safeguarding issues and regularly completes training to ensure she stays up to date with current policy and legislation. The childminder keeps robust records to promote children's welfare. She completes additional training and research to support children's individual needs, such as when they have allergies and special dietary requirements. She consistently follows her policies and procedures and ensures she keeps parents fully informed as to how the setting is run. The childminder demonstrates a secure overall knowledge of how children learn. She is committed to the continued development of her childcare provision to meet children's individual needs consistently and to secure their good progress.

Quality of teaching, learning and assessment is good

The childminder interacts with children throughout the day. She joins in with their play and observes what they do. She uses this information to plan further opportunities for children to continue their learning and development. The childminder reviews children's progress. She shares information with parents if she identifies any possible gaps in children's learning and works closely with them to address any weaknesses. Overall, the childminder provides a good range of resources that interests children and that reflects their interests at home. This helps children who are new to the setting to settle. Children enjoy exploring wheels and motion when they play with cars and trucks. Outdoors, they scoop and pour sand to fill the trucks. The childminder introduces mathematical language to enhance children's learning. She names objects they use to extend their vocabulary.

Personal development, behaviour and welfare are good

The childminder promotes children's good health and hygiene. She provides healthy food for children to eat and ensures they have plentiful opportunities to play in the fresh air. Children independently access their drinks when they are thirsty and learn good hygiene habits. The childminder encourages children to take small risks. They use knives to cut up fruit for snack under her close supervision. The childminder praises children often to raise their self-esteem. She encourages children to share their achievements with others and teaches them to respect each other's efforts. The childminder responds to children's choices and children are confident to say when they do not want to do an activity. Children happily share resources and play alongside each other. They listen to the childminder and follow her instructions.

Outcomes for children are good

Children progress well. They are enthusiastic learners who confidently have a go at a wide range of learning opportunities. They respond well to the childminder and develop good social skills. Children gain a keen interest in books, which they independently access and share with others. Children gain important skills to help them to prepare well for the next stage in their learning, such as school.

Setting details

Unique reference number	222353
Local authority	Cambridgeshire
Inspection number	10060039
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	21
Date of previous inspection	19 March 2014

The childminder registered in 1992 and lives in Elm, Cambridgeshire. She operates all year round, from 7am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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