

Childminder report

68 Fallowfield, CAMBRIDGE CB4 1PE



Inspection date	16 October 2018
Previous inspection date	14 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 assistants are wholeheartedly committed to providing a well-organised environment for children to enjoy. They work well together and plan a range of stimulating activities that interest and challenge children of all ages. Children show high levels of concentration as they play at their chosen activities.
- Children form close relationships with staff and build strong friendships across all age groups. Older children ably assist younger children to sustain interest. For example, a young child helps a baby to feel the textures in a book they share. There is a great sense of achievement and belonging. Behaviour is very good.
- The childminder promotes children's communication and language skills. She makes use of conversation in every activity. She varies questions to extend children's understanding and gives them time to work their ideas through before assisting.
- Children experience a broad range of physical activities. The childminder ensures children get exercise and fresh air daily, for example, on walks to the park.
- The childminder observes each child constantly and uses this to inform her planning and fill gaps in children's learning. From day one, parents contribute information and they are very pleased with the progress their children make.

It is not yet outstanding because:

- There is scope to enhance learning opportunities in the outdoor area for children who prefer to learn outside.

What the setting needs to do to improve further

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

- review opportunities to develop the outdoor area to help children who prefer to learn outdoors and evaluate the impact of outdoor activity on children's learning.

Inspection activities

- The inspector observed activities in the childminder's setting and the impact her teaching had on children's development.
- The inspector spoke with the childminder, assistants 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, policies and procedures. She looked at a range of other documents.
- The inspector spoke with parents and looked at written reviews. She took account of parents' views.

Inspector

Liz Kissane

Inspection findings

Effectiveness of leadership and management is good

The childminder has a good knowledge and understanding of her responsibilities to meet all early years requirements. She uses detailed observations and supervisions to target training to ensure her assistants always progress towards well-defined targets. The childminder has clear and comprehensive safety procedures, which she follows 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. Safeguarding is effective. Following training, she reviewed planning to precisely target areas where children need to improve and can gain maximum development. The childminder networks with other childminders and works closely with professionals. She astutely evaluates her provision to make continuous improvements. Recently, she remodelled her indoor environment. As a result, even the youngest children now have easy access to all activities available to them.

Quality of teaching, learning and assessment is good

The childminder knows exactly when to model, repeat or extend what children say to further help their speaking. Children manipulate and explore materials first hand. They crunch fallen leaves on walks in the park and learn how leaves turn back into soil. They handle models of owls made of different materials and make their own owl pictures using feathers. Children develop their hand muscles, for example, by picking up different sized cones with a variety of tools. Then they count and order the cones by size and weight. The childminder helps children to recognise numbers and to link mathematical ideas to objects.

Personal development, behaviour and welfare are good

Children acquire a wide variety of skills and gain confidence. The childminder gives children responsibilities as part of their daily routine. For example, under supervision, even very young children learn to prepare their healthy snacks safely. They quickly learn to handle and control eating utensils. Children practise life skills, for example, caring for a baby when they play with dolls. Parents appreciate that all their children's and babies' care needs are met effectively. They say that children settle quickly, love coming and that the childminder is like an 'extension of the family'.

Outcomes for children are good

All children, including children who speak English as an additional language, make good progress. Children develop very positive attitudes to learning and towards each other. They are attentive listeners and enjoy sharing books. They learn the sounds that letters of the alphabet make and how to write their names. Children are well prepared for the next stage in their education.

Setting details

Unique reference number	EY377036
Local authority	Cambridgeshire
Inspection number	10069190
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 14
Total number of places	12
Number of children on roll	14
Date of previous inspection	14 July 2014

The childminder registered in 2008 and lives in Cambridge. The childminder works with two assistants from 7.30am to 5pm, Monday to Friday, for most of the year. The childminder provides funded early years education for two-, three- and four-year old children. She holds a relevant childcare qualification at level 3.

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