

# Childminder report

<b>Inspection date</b>	10 January 2019
Previous inspection date	5 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The childminder is committed to providing a high-quality service to children and their families. She keeps up to date with changes and completes additional training courses to continue to enhance her own skills and improve outcomes for children.
- Children quickly build secure relationships with the childminder. This has a positive impact on their emotional well-being. The childminder is attentive to children's individual needs. Children demonstrate that they are very comfortable in their environment and feel safe and secure in the childminder's care.
- The childminder provides children with a welcoming family environment. She has a secure knowledge and understanding of how children learn and develop. The childminder supports children's play and learning well to help them make good progress.
- The childminder organises her home efficiently to ensure that children can access the different areas and resources safely. Children have daily opportunities to gain fresh air and exercise in the childminder's garden or on trips out to places in the local area. These help to promote children's good health and support their physical development.
- The childminder gets to know children well through regular observations and accurate assessments of what they can do. She effectively uses this information to plan targeted next steps for children.
- The childminder works very closely with parents, frequently exchanging information with them about their children's learning and achievements. She helps parents to support their children's learning at home, such as by offering a 'toy swap'.
- The childminder reflects on and is aware of the strengths and weaknesses of her provision. However, she has not yet pinpointed ways to drive this even further.

## What the setting needs to do to improve further

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

- identify and set challenging goals to raise the quality of the provision and outcomes for children to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder 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 values the opportunity to share information with others. She regularly engages with other childminders to share good practice and new ideas. Children's safety is a priority. The childminder maintains a safe environment and supervises children well. She has a clear understanding of her role to protect children from harm. The arrangements for safeguarding are effective. The childminder knows the possible signs of abuse and neglect, and understands wider issues surrounding child protection. She is fully aware of what to do should she have any concerns about children's welfare. The childminder shares her policies with parents, which provides them with the reassurance that their children are safe and well cared for. Parents comment positively on the quality of care and learning their children receive.

### Quality of teaching, learning and assessment is good

The childminder provides a very well-resourced environment with a varied range of age-appropriate toys. Children build their confidence as they explore and investigate the toys available to them, supporting their independence and sense of belonging effectively. The childminder is actively engaged in children's play and readily changes activities in response to their short concentration span. She supports children well in developing their language and communication skills, for instance by getting down to the children's level and talking to them as they play. She uses basic sign language to support young children's understanding. The childminder takes opportunities to extend children's learning. For example, as they explore building blocks, the childminder introduces counting and names the different colours of the blocks.

### Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She works closely with parents to make sure she meets children's care needs well. The childminder follows children's home routines to promote continuity of care. She is a good role model who has high expectations of children's behaviour. Clear and consistent boundaries are in place, which the childminder gently reminds children of. She routinely provides praise and encouragement as she recognises children's efforts and achievements. This enables children to develop their confidence and self-esteem. The childminder guides children well to take turns and share toys. She helps to extend children's social skills and confidence. For example, the childminder regularly attends local groups with the children.

### Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or starting school. For example, they learn about healthy practices from an early age, such as handwashing before eating. Young children are inquisitive and confident to explore their environment. They have many opportunities to develop their early reading and writing skills. Babies have ample space to move around to develop their physical skills.

## Setting details

<b>Unique reference number</b>	EY459873
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10068738
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	5 November 2013

The childminder registered in 2013 and lives in Buckden, near St Neots in Cambridgeshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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