

Childminder report

Inspection date	17 January 2019
Previous inspection date	18 June 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

This provision is good

- The childminder makes good use of observations and assessment to plan for children's individual learning needs. She has a well-organised system which helps her to track children's progress, identify any gaps in their learning and support them to make good progress from their starting points.
- Children form a strong attachment with the childminder. This helps to reassure them when they are settling in and tackling new experiences. The childminder creates many opportunities for children to manage tasks independently, such as tidying up.
- The childminder takes effective steps to provide a very safe and secure environment for children. She closely supervises children and ensures they are safely escorted to and from the local school and during outings.
- Partnership working with parents is very effective. For example, the childminder often suggests resources and activities for parents to explore with their children at home. This helps to enhance children's good progress and further supports their behaviour.
- The childminder does not always make the most of opportunities for children to enjoy energetic play and experiment with different ways of moving their bodies.

What the setting needs to do to improve further

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

- enhance opportunities for children to engage in energetic play and practise their large and small movement skills.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including evidence of training and the suitability of household members.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Sarah Clements

Inspection findings

Effectiveness of leadership and management is good

The childminder attends regular safeguarding training and maintains a thorough understanding of her responsibilities in protecting children from harm. She is mindful to look out for any signs that a child is at risk of exposure to extreme views or behaviours, particularly when accessing online games. Safeguarding is effective. The childminder chats readily to parents at collection times and shares meaningful information about their child's activities and care needs. The childminder also exchanges information regularly with teachers at the local school. This helps her to plan effectively to complement the teaching and learning themes children experience in school. The childminder effectively keeps up to date with childcare practice, for instance, through training, links with other childminders and subscribing to relevant publications. This helps the childminder to plan for future improvement and helps to secure good outcomes for children.

Quality of teaching, learning and assessment is good

The childminder interacts purposefully with children and joins in with their play. She challenges children effectively and extends their learning well. For example, children are encouraged to solve problems while working out how to make different structures using connecting straws. They work together to test out their model chairs and the childminder prompts them to think about how to make them even stronger. The childminder sources fun games which help to consolidate the mathematical themes children encounter in school. She skilfully shows children how to tackle simple addition tasks and strengthens their recognition of numbers.

Personal development, behaviour and welfare are good

Healthy practices are embedded well in the daily routine. For example, the childminder teaches children to sanitise their hands thoroughly after using the toilet and guides them to cover their mouths when they need to cough. Although children bring snacks from home, the childminder is vigilant about making sure that these are suitable and include nutritious and healthy options. Children access groups where they meet other children and develop their social skills successfully. They are encouraged to share toys and the childminder supports their understanding that sometimes they must wait for their turn. The childminder introduces children to school themed activities, such as exploring school uniform and visiting the local school. These experiences help children to feel emotionally well prepared for their eventual move to school.

Outcomes for children are good

Children make good progress in all areas of learning, given their individual starting points. They learn to become independent and to do things for themselves. Children readily make choices from the wide array of available toys and games and often invite others to join in with them. They show that they are developing their literacy skills well. For instance, they talk about the letters in their names and the sounds they represent. This helps to prepare children well for their future learning in school.

Setting details

Unique reference number	222781
Local authority	Cambridgeshire
Inspection number	10068846
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 - 6
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 June 2014

The childminder registered in 1998. She lives in March, Cambridgeshire. The childminder operates Monday to Friday, 7.30am to 6pm, all year round. She does not operate on bank holidays or family holidays.

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