

# Childminder report

<b>Inspection date</b>	1 April 2019
Previous inspection date	3 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 uses reflective practice to help her improve the quality of the service she provides. For example, she has enhanced her outdoor provision and updated facilities, such as the downstairs toilet and sink. This helps her to provide amenities that assist children when potty training and enables them to manage their personal hygiene more effectively.
- The childminder keeps parents informed about what their children need to learn next. She corresponds with them through daily diaries and conversations as they collect their child. Parents are very happy with the care that their children receive.
- The childminder is kind and welcoming. She develops close and secure relationships with the children and their families. Children are happy and settled.
- The childminder uses good methods to enable her to correctly monitor and assess children's progress. She understands how children learn through play and supports their interests. Children make good progress from their starting points.
- The childminder makes sure children enjoy activities in the local community, such as visiting parks, shops and cafes. However, she does not currently make the most of opportunities to develop children's awareness of positive differences within their community and the wider world.

## 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 develop their awareness of positive differences in their community and the wider world.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the childminder how she reflects on her practice.
- The inspector took account of the views of parents through feedback they shared with the childminder.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to keep children safe. She has a good understanding of the local procedures to follow should she have any concerns about a child's welfare. The childminder pays attention to her ongoing professional development, she makes sure that required training is updated in a timely manner. For example, she completes paediatric first-aid training, helping her to understand what action to take in the event of an emergency. The childminder carries out regular risk assessments and uses these effectively to help her keep children safe. The childminder develops relationships with other local early years providers. For example, she speaks to teachers at the local primary schools and shares relevant information to support children's ongoing learning and development.

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

The childminder provides the children with activities based on their next steps for learning. As a result, children enjoy play and develop new skills. For instance, children concentrate well as they explore the sandpit. They enjoy scooping sand up using a child-sized plastic spade then watch with fascination as it gently drifts back into the sandpit as they slowly tip the spade. Children develop their balance and coordination as they use a wide range of toys and equipment. They enjoy selecting large coloured chinks then making marks from their imagination. The childminder is very capable at supporting children's developing language skills. They become confident communicators, as they answer questions about what they are doing or creating.

### Personal development, behaviour and welfare are good

The childminder supports children to gain a good understanding of personal safety. For example, she talks to them about what might happen if they were to throw sand. Children listen well and demonstrate a good understanding of accepting and following the rules and boundaries in place. They are keen and motivated to be involved in activities. Children develop good friendships with the other children in the setting. The childminder constantly supports children's independence. She provides a stimulating environment that promotes children's ability to confidently access toys and resources freely.

### Outcomes for children are good

Children are friendly, sociable and enthusiastic. They excitedly use simple technology. They press keys on resources to create a variety of sounds, which they happily jig and dance along to. The childminder encourages children's emerging literacy, providing a wide range of high-quality books for them to share with each other. Children are prepared well for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	222523
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062096
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	3 March 2016

The childminder registered in 1996. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

