

Childminder report

Inspection date	25 April 2019
Previous inspection date	5 September 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced childminder offers a unique service to children and their families. Working in close partnership with the local nursery school and the child and family centre, she has recently expanded her service. In addition to childminding from her home, the childminder now operates shorter 'crèche' sessions from a dedicated space within the nursery.
- Keeping children safe is at the heart of the childminder's practice. She develops very strong partnerships with parents and other professionals. The childminder is passionate about ensuring that children and their families get timely help and support when they need it.
- The childminder and her assistants have very clear expectations for children's behaviour. As a result, children learn how to get along, share and take turns. They learn to sit down together for social times, such as meal and snack times.
- Parents are extremely complimentary about the service the childminder provides. They comment that she and her assistants give compassionate and reassuring care.
- Positive play and learning experiences with the childminder help to prepare children very well for moving on in their learning. For example, some children spend increasing amounts of time with the childminder, while others move on to the nursery school.
- Children gain strong mathematical skills. The childminder supports them with skilful teaching in this area. Children demonstrate that they have a very secure grasp of early mathematical and problem-solving concepts.
- Professional development and training programmes to support newly recruited assistants in developing their teaching skills further are in their infancy.
- While the childminder encourages children to develop an understanding of letter names, she does not always effectively support them to understand the sounds that letters make.

What the setting needs to do to improve further

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

- target assistants' professional development opportunities to further enhance their teaching skills
- enhance understanding of how to teach children about the sounds that letters make.

Inspection activities

- The inspector had a tour of the areas of the childminder's home that she uses for childminding. The inspector also visited the nursery premises that she operates from for some of her time.
- The inspector viewed activities in the childminder's home and the nursery premises, including in the outdoor area. The inspector assessed the impact that teaching, play and learning activities had on the quality of children's care and learning.
- The inspector reviewed evidence of the suitability of the assistants and other household members, and a range of other documentation. First-aid training certificates were viewed.
- The inspector spoke with the childminder, her assistants and children at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views. The inspector also spoke with other professionals that the childminder works with.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of leadership and management is good

The childminder regularly reviews her practice and continuously improves her service. For example, the childminder has appropriate plans to redevelop her provision for children to learn outdoors. She often meets with the centre manager and nursery school headteacher to review the service she offers and identify how to enhance it. The childminder attends regular training. This develops her knowledge and skills. As a result, the childminder has a strong understanding of how to keep children safe and how they learn. She uses this knowledge to teach children well and support their good progress from their individual starting points. The childminder monitors the practice of her assistants. She has begun to use the supervision process to support their professional development. The arrangements for safeguarding are effective. The childminder and her assistants know how to recognise and respond to any concerns about the safety or well-being of a child.

Quality of teaching, learning and assessment is good

The childminder regularly assesses where children are in their learning. She uses her strong knowledge of how children develop to identify what they can learn next. The childminder teaches children well. She uses good questioning techniques as one of the ways she encourages children to think further, make predictions and test their ideas. The childminder has a patient and calm approach. She gives children plenty of time to explore their play.

Personal development, behaviour and welfare are outstanding

Many children, some with highly complex needs, have their first experience of childcare with the childminder. This provides them with a bridge into childcare as they initially separate from their parent or carer. Parents report that they see their children blossom and that their confidence grows immensely because of their time with the childminder. Children's emotional well-being is excellently supported. For example, the childminder talks to them about how they feel. When a child is a little upset, she asks them how they are feeling and encourages them to recognise when they feel tired. The childminder uses highly effective behaviour management techniques. She encourages children to help each other during their play. Children confidently support their friends when they need help. The childminder reminds them that 'sharing is caring and caring is sharing' as they play together. Children have daily opportunities for physical outdoor play. This contributes to their fitness and well-being.

Outcomes for children are good

All children, including those who speak English as an additional language, make strong progress in their communication and language. They understand and respond to questions and express their ideas. Children can name shapes and numbers and begin to complete simple arithmetic. Children concentrate well as they become engrossed in their play. They skilfully complete challenging puzzles. Children use pens and pencils with good control. They talk about what it is they have drawn. Children enjoy role play and develop their imagination and creativity.

Setting details

Unique reference number	EY407094
Local authority	Cambridgeshire
Inspection number	10083358
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	9
Number of children on roll	45
Date of previous inspection	5 September 2014

The childminder registered in 2010 and lives in Sapley, Huntingdon. Sessions are from 7.45am until 5.30pm, Monday to Friday, except on bank holidays and during family holidays. The childminder works with two assistants and holds an appropriate qualification at level 3.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

