

# Childminder report

<b>Inspection date</b>	6 June 2019
Previous inspection date	14 April 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder is highly committed to her role and evaluates her provision well. She works effectively with her assistant to meet the individual needs of all children. They provide a very welcoming environment and children are happy and settled.
- Children thrive and are exceptionally well cared for. They show they feel safe and secure with the childminder and her assistant. Children have developed extremely close attachments with them, helping to support their emotional well-being.
- The childminder makes very good use of the dedicated playroom to provide an inviting and engaging learning environment. She adapts activities well to meet the differing development needs and interests of children.
- The childminder's outside area provides children with wonderful opportunities to learn outdoors and be physically active in the fresh air. They have fun with the ride-on toys and play equipment, where they develop their balancing and climbing skills.
- The childminder interacts with enthusiasm and supports children's communication and language skills well. She uses clear, simple language that younger children can copy. She promotes their learning by asking questions to help them think.
- Partnerships with parents are excellent. They are fully involved in their children's learning and development. Parents say they particularly like the homely and loving atmosphere the childminder and her assistant provide for their children. They also say that they are 'kind, calm and patient and very professional', and that they 'provide children with love, support and fun times'.
- The childminder and her assistant have developed very good partnerships with other settings that children attend. They work closely together to offer, support and share information about children to help provide continuity in children's care and learning.
- The childminder has not fully established systems for supervising and supporting her assistant to help further develop her practice.

## What the setting needs to do to improve further

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

- strengthen arrangements further for supporting assistants and encouraging the development of their knowledge and skills.

### Inspection activities

- The inspector had a tour of the premises and viewed the areas used by the children.
- The inspector observed the children interacting with the childminder.
- The inspector discussed children's learning and development with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through reading written feedback provided.

**Inspector**  
Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is dedicated to offering a high-quality service. Safeguarding is effective. The childminder and her assistant have a good understanding of their role in safeguarding children and the procedures to follow should they have any concerns about a child's welfare. They keep up to date with changes in legislation and have both completed recent training. The childminder carries out regular risk assessments in order to check that her home and garden are safe for children to play. She regularly monitors children's progress to ensure that she is aware of any gaps they may have in their learning. The childminder seeks regular feedback from parents and children to help her evaluate the provision.

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

Children have interesting, enjoyable days as they take part in a wide range of activities or go on exciting outings. The childminder and her assistant plan activities and experiences that will excite and interest all children. They learn about how things grow and change, such as the life cycle of the butterfly. They plant and care for plants in the garden, and hunt for bugs in the park. They listen to the story about a caterpillar, and discuss the food he eats. They learn about symmetry as they decorate the wings of a butterfly. Children use their imaginations well and like to experiment, such as painting with feathers and small brushes. The childminder and her assistant play alongside children, listening to their ideas and asking questions to help promote their language and thinking skills.

### Personal development, behaviour and welfare are outstanding

The childminder and her assistant are excellent role models and treat children with courtesy and respect. Children play exceptionally well together and show care and kindness towards one another. The childminder and her assistant use every opportunity to praise children for their achievements. Children have extremely high levels of confidence and self-esteem. Their behaviour is excellent. Children develop a very good awareness of how to maintain a healthy lifestyle with an emphasis placed on choosing healthy foods, following good hygiene practices and developing their physical skills. From a young age, children develop an extremely good awareness of personal safety. For example, they know they have to wear hats in the sun. They learn to use knives safely as they cut up their fruit, and they talk about road safety on the way to school and on outings.

### Outcomes for children are good

All children make very good progress. They learn to follow routines well. For example, children help to tidy away the toys and wash their hands ready for their snack. They count and use mathematical language as they play. They are developing a love of books and enjoy mark making with the wide range of resources provided for them. Older children link letters and sounds and make good attempts at writing their name. Children thrive in the stimulating and nurturing environment. They are confident and motivated and are well prepared for their future learning, including their move to school.

## Setting details

<b>Unique reference number</b>	222854
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062102
<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>	1 - 8
<b>Total number of places</b>	11
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	14 April 2016

The childminder registered in 1998 and lives in Over, Cambridge. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early years education for three- and four-year-old children.

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