

Childminder report

Inspection date	13 June 2019
Previous inspection date	11 February 2016

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 provides a welcoming and homely environment where children can play safely. Children demonstrate that they are happy and settled. They thoroughly enjoy their time with the childminder and form close attachments to her.
- Children have regular opportunities to be outdoors. They walk to school and visit nearby places, such as the park. The childminder has a large garden where older children enjoy skipping and playing football after school.
- The childminder gives lots of praise and encouragement so that children feel good about themselves. This reinforces children's self-confidence and emotional well-being. Children happily go to the childminder for cuddles and support.
- The childminder provides a wide range of exciting activities based on children's interests and what they like to do. For example, she provides baby clothes and nursery equipment for children who enjoy playing with dolls.
- The childminder supports children to gain a good understanding of their own safety. For example, they find their own chair to sit down when eating their snack. They learn to cross the road and how to use the play equipment safely at the park.
- The childminder has formed good relationships with other settings that children attend, including the local school. This helps to ensure continuity of care for the children and their families.
- The childminder has developed very good relationships with parents. She keeps them well informed of their children's daily activities and their ongoing progress. Written feedback demonstrates the high regard parents have for the childminder. They say that she offers a safe, secure and exciting setting, and that she is flexible to meet their needs and professional.
- The systems for tracking children's progress are not yet precise enough to enable children's progress to be accurately monitored from the start.

What the setting needs to do to improve further

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

- develop further the systems in place for tracking children's achievements to enable children's progress to be more accurately monitored.

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

Safeguarding is effective. The childminder has a good understanding of her role in safeguarding children and the procedures to follow should she have any concerns about a child's welfare. She keeps up to date with changes in legislation and has completed recent training. She is aware of her duty to prevent children from being drawn into extreme views and teaches them to have respect for each other. The childminder completes risk assessments and takes appropriate steps to reduce all hazards in her home outside and on outings. Self-evaluation is used well to reflect on her practice. She identifies her strengths and aspects she would like to improve. For example, she would like to introduce the children to food from different countries.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well. She provides fun, good-quality learning experiences for them. Children have many opportunities to express their ideas and develop their imaginations. The childminder talks to them as they play to extend their learning further. She asks questions and encourages them to talk about what they are doing. For example, in an activity to decorate a rock, children say they have made a rainbow with the paint. Children develop good hand-to-eye coordination as they thread beads to make a bracelet. They practise their number skills by counting the steps as they go up the stairs. Younger children enjoy using crayons and chalks to develop their mark-making skills.

Personal development, behaviour and welfare are good

Children enjoy lots of individual attention, which helps them to feel safe and secure. They build very good relationships with the childminder. Resources are organised well to encourage children to make independent choices in their learning. The childminder is a very good role model. She is calm, kind and teaches children good manners. She takes children to the local playgroup where they play with other children from the local community. Children talk about germs and learn the importance of following good hygiene routines. They enjoy healthy snacks and begin to understand where food comes from. For example, they love to pick apples from the trees to make apple crumble. Children are well supported emotionally during transition times, such as moving on to school. They accompany the childminder on the school run and become familiar with the school environment.

Outcomes for children are good

Children are making good progress. They are prepared well for their future learning and their eventual move to school. They learn how to be independent. For example, they find their coats and boots and try hard to put them on. Children are encouraged to be thoughtful, kind and understanding. They develop good friendships with the other children in the setting. Children have good opportunities to learn about the natural world. They hunt for bugs and look at them through magnifying glasses. The childminder teaches children about different cultures and festivals around the world, helping them to respect and tolerate differences.

Setting details

Unique reference number	221989
Local authority	Cambridgeshire
Inspection number	10062090
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	11 February 2016

The childminder registered in 1992 and lives in Sutton, Ely. She operates from 7.30am to 6.15pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder provides funded early years education for three- and four-year-old children.

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