

# Childminder report

<b>Inspection date</b>	24 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 develops strong bonds with the children in her care; she knows them well. The childminder uses her knowledge of children's interests to develop enjoyable learning opportunities that engage them. Children acquire the skills needed for the next stage in their learning and their eventual move on to school.
- Partnerships with parents are strong. The childminder provides a flexible service that meets the childcare requirements of parents.
- All areas of the childminder's home that are used by children are exceptionally well maintained. Child-height storage and furniture enable children to explore their developing interests by increasing their self-help skills and independence.
- The childminder makes the most of her good relationships with parents. She provides ongoing information and progress reports to support them to complement and extend their children's learning at home.
- Children enjoy positive relationships with the childminder and each other. Their behaviour is very good as they take turns and play together.
- The childminder's assessments for learning processes are not currently as robust as possible. When children first begin in her setting, she does not gain precise information about what they already know and can do in order to build securely on their starting points.
- The childminder's training and professional development is not consistently focused on building specific skills in order to raise the quality of her teaching to the highest level.

## What the setting needs to do to improve further

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

- seek more precise information from parents about what children already know and can do in order to securely establish children's starting points
- extend the use of more targeted professional development opportunities to strengthen existing knowledge and teaching skills even further.

### 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 written feedback they provided.

#### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is alert to signs that a child may be at risk of harm. She understands how to report concerns in order to protect a child's welfare. The childminder is vigilant about children's safety. She makes sure that potential hazards in her home, garden and when on outings are minimised. The childminder ensures that her home remains secure. Relevant policies and procedures are implemented in practice to support the smooth daily running of her setting. Records are maintained well and shared with parents. The childminder is confident in assessing her provision to identify areas for future development. Parents speak highly of the childminder and her family. They are very pleased with the information she shares daily. Parents comment positively on the reports, saying that this feedback enables them to understand what progress and development their children are making.

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

The childminder evaluates activities to see if learning outcomes have been met. She uses this information to extend and adapt activities that support ongoing learning. Children thoroughly enjoy their time with the childminder. They have tremendous fun splashing in water as they fill and empty various different-sized containers. The childminder extends their learning as she interacts using mathematical language, such as 'full' or 'empty'. Children concentrate for prolonged periods of time as they carefully examine and work out how to screw on a dispenser top. They show pride in their achievement as they press the top down to make the water squirt. The childminder promotes children's language development as she introduces new words and chats with them using simple sentences. During imaginary play, children are encouraged to draw on their previous experiences. For example, while playing in the toy kitchen, children engage with the childminder. They talk about their favourite meal of salmon and pasta. Children use dried pasta, utensils and toy pans, busily preparing the pretend meal.

### Personal development, behaviour and welfare are good

Children learn to keep themselves healthy through the good hygiene routines promoted by the childminder. Parents complement their children's good health as they provide nutritious meals that help them grow and thrive. Children meet other children at local playgroups. This helps to promote their personal and social skills well. Children enjoy plenty of opportunities to learn about the natural world as they enjoy trips to local parks. This also enables them to develop physical skills, as they run, jump and explore changing seasons throughout the year. Coordination is extended as children pick fresh raspberries that are growing in the childminder's garden and use tweezers to pick up small objects.

### Outcomes for children are good

Children make good progress. They gain confidence to communicate with others and manage personal tasks with ease and confidence. Children's independence and self-esteem are successfully promoted. The childminder monitors their ongoing progress in order to recognise when a child is at risk of falling behind. She plans next steps to help close any identified gaps and promote children's achievements.

## Setting details

<b>Unique reference number</b>	EY549076
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10108349
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She works flexibly for two days each week, all year round, except for bank and family holidays. The childminder operates from 7.30am to 6pm. She is registered to provide overnight care. The childminder holds a relevant qualification at level 3.

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