

Childminder Report

Inspection date

8 February 2016

Previous inspection date

14 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 establishes effective partnerships with parents from the start. She gathers meaningful information from them to identify children's starting points.
- The childminder regularly reviews children's progress in their learning and development to quickly identify when they make less than expected progress.
- The childminder establishes effective partnerships with other early years providers and the local school. She regularly shares information with them to promote consistency and continuity in children's care and learning. This is one example of how the childminder ensures children are ready for the next stage in their learning, such as pre-school and school.
- The childminder is kind, friendly and patient. Children form strong attachments with her and demonstrate that they feel safe and secure in her care.
- The childminder regularly shares information regarding children's ongoing progress and values parents' contributions about their children's achievements at home.

It is not yet outstanding because:

- Sometimes, the childminder over directs younger children's play and overlooks opportunities to extend play to support their individual interests.

What the setting needs to do to improve further

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

- give younger children more opportunities to try things for themselves and enhance their learning experiences to reflect their individual interests more fully.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as a sample of policies, children's learning records and evidence of suitability of adults living in the childminder's home.
- The inspector took into account the written views of parents.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility to keep children safe and to protect them from harm. She knows what to do should she have any concerns regarding a child's welfare. The childminder regularly attends appropriate training to ensure her safeguarding knowledge is updated. She reflects on the effectiveness of her practice to support children's ongoing progress. She regularly reviews the progress children make with their parents and makes good use of online continuous professional development opportunities to update her knowledge and develop her skills. Feedback from parents is very positive. They typically comment that their children are happy and make good levels of progress.

Quality of teaching, learning and assessment is good

The experienced childminder provides a varied range of stimulating activities and resources to promote children's ongoing progress. She regularly observes children as they play and accurately assesses their progress, identifying the next steps in their learning. Children enjoy using their imaginations. They re-enact their experiences, such as eating out at a restaurant. The childminder adeptly joins in children's play. She uses a good range of teaching strategies to effectively support children's communication and language development. For example, she skilfully enriches and extends older children's vocabulary to describe objects and actions. The childminder weaves mathematical concepts into play, supporting children's understanding of more and less than as they pretend to pay for pizza. Children are deeply engaged, showing high levels of concentration as they explore soft dough. They pinch, squeeze and tear it, developing muscle control as the childminder gently models words to describe their actions. The childminder teaches children to respect each other. She explores a range of customs and celebrations with them, such as Chinese New Year and Shrove Tuesday.

Personal development, behaviour and welfare are good

The childminder ensures settling-in arrangements when children first start are flexible to meet their individual needs. Children settle quickly and enjoy spending time with her. The childminder is a good role model and has high behavioural expectations. She very calmly supports children when they become upset. This enables them to understand their feelings and develop appropriate strategies to support self-control. Children are learning to share and take turns. The childminder teaches them road safety when they enjoy visits, such as to the farm and soft-play centre. Children learn about healthy foods as they play. For example, they know that fruit is healthier to eat than cake. Children are well prepared emotionally for the move to school. The childminder and school-aged children talk to them about school life.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They develop good skills and attitudes to support their future education.

Setting details

Unique reference number	222209
Local authority	Cambridgeshire
Inspection number	866018
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	14 November 2008
Telephone number	

The childminder was registered in 1985. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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