

Childminder Report

Inspection date

31 August 2016

Previous inspection date

15 November 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not consistently make initial observations of children's stage of development. Therefore, she is not always able to identify children's next steps in learning accurately to support them to make good progress.
- Information shared between the childminder and parents focuses mainly on children's care and well-being. Therefore, the childminder does not have information about children's development to help her identify starting points in their learning or to use as part of her ongoing planning.
- The childminder does not accurately identify training needs to support her to increase her understanding of recent changes to legislation affecting childcare practice.

It has the following strengths

- Children are learning to respect and celebrate their differences. The childminder takes time to ensure that their diverse backgrounds are positively reflected. Access to dual-language books and multi-cultural toys enables children to develop an understanding of diversity beyond their immediate family experiences.
- Children form secure attachments to the childminder and members of her family. They seek her out for comfort and proudly show her their finished creations. Children's well-being and independence are promoted well.
- The childminder has established positive working relationships with parents, helping her understand their child's changing care needs. Parents report that the childminder is flexible in meeting their childcare requirements. They speak of the fun their children have when they take part in local outings to various groups and parks.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|---|-----------------|
| ■ ensure that regular observations are made and used to accurately assess and identify children's next steps in learning and plan appropriate ways to promote these to support children's good progress | 09/09/2016 |
| ■ improve the two-way exchange of information with parents to include information about children's learning to support them to make good progress. | 09/09/2016 |

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

- strengthen plans for ongoing professional development to ensure that training is relevant to enhance teaching skills and increase understanding of recent changes in legislation that apply to working with children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed and discussed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living in the household.
- The inspector took account of the views and opinions of parents through written feedback provided.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder attends all mandatory training. However, she does not review her practice effectively to evaluate her professional development needs to support her understanding of changes to childcare practice and guidance. The arrangements for safeguarding are effective. The childminder's knowledge of the possible signs of abuse and her ability to implement procedures to protect children in her care are good. The childminder has a sound understanding of how to manage and minimise risks for children without limiting their opportunity to explore activities.

Quality of teaching, learning and assessment requires improvement

The childminder's approach to obtaining starting point information from parents and making initial observations of children's development is inconsistent. This means that she does not always identify children's precise next steps in learning. The childminder takes time to seek information about each child's care needs and this continues daily through the use of communication books. However, as yet, the ongoing sharing of children's learning is not effective. Interactions with the children are good. The childminder supports learning through a balance of adult-led and child-initiated activities. For example, the childminder supports younger children as they pull themselves up to standing and balance at the sand tray. Children investigate different textures using their sense of touch as they feel and scoop wet and dry sand. All children communicate well. The childminder supports the youngest children by interacting as they babble, using intonation and facial gestures to help them feel understood and valued.

Personal development, behaviour and welfare require improvement

The childminder has not clearly identified next steps in learning to help children make good progress in their personal, social and physical skills. The childminder promotes equality and diversity through her policies and daily practice. She supports all children in her setting to explore other languages and festivals, helping them to respect their differences and play in harmony. Children are well behaved and are learning how to keep themselves safe. For example, older children know to keep more intricate toys out of reach, so younger children do not choke. Parents provide a balanced range of foods at lunch and snack times, including fresh fruit and vegetables, which helps the children to grow and thrive. This provides opportunities for the childminder to talk with the children about healthy eating and nutrition.

Outcomes for children require improvement

Children are mostly working within the range of development typical for their age. Therefore, they develop some of the basic skills needed for the next steps in their learning and in readiness for school. Children become independent as they move around the childminder's home. Children communicate well with each other and enjoy opportunities to initiate some learning. For example, babies can reach storage boxes placed on the floor and pull themselves up to standing as they investigate balance and movement.

Setting details

Unique reference number	EY286511
Local authority	Cambridgeshire
Inspection number	1059673
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	15 November 2012
Telephone number	

The childminder was registered in 2004 and lives in Cambridge. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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