

Childminder Report

Inspection date

8 June 2015

Previous inspection date

18 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. The children enjoy imaginative play indoors as they use small play people and toy buildings. Outdoors, there are many opportunities for children to use the plentiful resources to develop their large physical skills. As a result, children are motivated and eager to explore.
- Children who speak English as an additional language are supported well, so that by the time they move on to other settings and school, they have very good skills in spoken English.
- Children's sense of well-being and belonging is strong, because the childminder forms secure emotional attachments with them. She works closely with parents to find out the children's starting points and care needs. This contributes to children feeling very settled and secure.
- The childminder takes account of the views of the parents. Parents' written comments are positive about the care and activities the childminder provides, and the impact this has on children's development.
- The childminder demonstrates a strong understanding of how to protect and safeguard children. Through putting in place her good policies and procedures, she actively promotes children's safety and welfare.

It is not yet outstanding because:

- On occasions, the childminder does not consistently include the youngest children in conversations, such as at snack and meal times.
- The childminder does not always consider her ongoing training needs as she reflects on her practice.

What the setting needs to do to improve further

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

- enhance the youngest children's good communication skills further, by effectively involving them in the good conversations that happen, such as at mealtimes
- strengthen the already good knowledge of children's individual needs and development, for example, by identifying more precise further training opportunities.

Inspection activities

- The inspector observed the childminder engaging in activities with children, and spoke with her about children's learning.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members, and a range of other documents, including the safeguarding policy.
- The inspector took account of the views of the parents as recorded in written documents and of the childminder's self-evaluation form.

Inspector

Jill Hardaker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder's quality of teaching is good. She supports children's learning well as they play. For example, as they play in the sand tray, children hide and search for pebbles and shells. The childminder encourages them to count how many they find. They discuss the textures and compare the difference between rough and smooth. Children learn about animals, as they help to feed and care for the rabbits. The young children point to their own nose and ears as the childminder points these out on the rabbit. This helps children to learn about their own bodies. The childminder uses her good knowledge of the children, and her observations of their learning, to inform her assessments and plan for their next steps in learning. Furthermore, her effective partnerships with parents, and with other settings children attend, ensure consistency in children's learning and development. Consequently, older children are developing into competent learners, and making good progress in preparation for their move to nursery and ultimately to school.

The contribution of the early years provision to the well-being of children is good

Children are happy and enjoy their time with the childminder. Expectations of behaviour are consistent. As a result, children are developing skills to resolve any disagreements independently. Younger children enjoy the security of routines and they demonstrate their strong sense of belonging, as they settle to sleep well. The childminder warmly chats to the younger children through some caring routines, such as when changing nappies. However, at snack times the childminder does not always include the youngest children in the effective conversations that are taking place. Therefore, she does not always maximise her support to promote their social skills. Children develop their physical skills, by using ride-on toys in the garden and large play equipment in the local park. Children learn appropriate hygiene practices through the daily routine. They know they need to wash their hands before eating and after being in the garden. These good experiences support children well in developing the skills that they need to adopt a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision is good

The childminder demonstrates a good understanding of the learning and development, and the safeguarding requirements. The implementation of risk assessments undertaken of the home, garden and any outings off site mean that children are protected from potential hazards. The childminder and the co-childminder regularly reflect on their practice, this helps them to maintain the already good standards of care they provide for the children. However, the childminder does not continually review her training needs, so that her knowledge about supporting children's learning is consistently updated. Both childminders use regular discussions with parents to seek their views on their practice and they reflect on these for future developments. The childminder completes observations effectively and monitors her assessments of children. As a result, she identifies gaps in learning and ensures she effectively narrows them.

Setting details

Unique reference number	EY302643
Local authority	Cambridgeshire
Inspection number	848898
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	18 February 2010
Telephone number	

The childminder was registered in 2005, and lives in Milton, Cambridge. She operates all year round from 7.45am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with a co-childminder each day, and operates from the co-childminder's home. The childminder supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

