

Childminder Report

Inspection date

6 August 2015

Previous inspection date

19 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 childminder provides a highly stimulating, yet homely environment where children can play and learn happily. Toys and resources are of good quality and support children's learning effectively.
- Teaching is very good. The childminder knows children well and is able to enhance their experiences by playing alongside and encouraging them to experiment and explore. Children respond well to these timely interactions and, consequently, learn more.
- Assessments of children's achievements are accurate and demonstrate a good level of progress.
- The childminder has good strategies in place to promote children's well-being. She helps children behave in a positive manner. Due to her consistent messages and gentle reminders, children learn what is, and what is not acceptable.
- Self-evaluation is embedded in the childminder's practice. She accurately identifies her own strengths and how she can improve children's experiences even further.

It is not yet outstanding because:

- Strong partnerships with some schools and nurseries that children attend have yet to be fully established. This lessens the effectiveness of information sharing to support children's care and learning across the two placements.

What the setting needs to do to improve further

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

- strengthen partnerships with all other early years settings that children attend and promote a two-way flow of information so that children's learning needs are coordinated effectively.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector and childminder took part in a joint observation.
- The inspector read letters from parents and took their views into account.
- The inspector looked at children's learning journals, planning documentation, evidence of background checks and a range of other documentation.

Inspector

Jacqueline Baker

Inspection findings

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

The childminder plans a wide range of activities to promote children's learning. She understands the importance of children acquiring skills in readiness for school and how this can be achieved in a playful way. Children particularly enjoy learning about capacity. They copy the childminder's good use of mathematical language and accurately use words such as, full, half full or empty in their play. The childminder skilfully extends children's learning to include counting, number recognition and weighing, which promotes their mathematical skills even further. Children are confident talkers who are able to take part in delightful conversations with their friends and the childminder. They have plenty of opportunities to practice early writing as they learn to write their own names. Parents are involved in determining children's starting points when children first begin attending. They are continually informed of children's progress and how this can support their learning at home.

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

Children are happy, confident and well settled in the care of the childminder. They learn to be independent as they choose their own activities and attend to their self-care needs, such as handwashing. The childminder gives parents good support to ensure appropriate, healthy foods are given to children in their packed lunches. Children enjoy the frequent outings to the local and wider communities where they have plenty of fresh air and exercise. The childminder has an effective range of risk assessments to cover her home and the visits she makes with children. As they play, children demonstrate their awareness of safety as they identify things which may be unsafe or hazardous.

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

The childminder has a good understanding of her role in supporting children's learning and well-being in their early years. She has effective procedures in place to monitor children's progress and is able to identify whether children require further support either from herself or others. The childminder makes good use of other childminders to help stay up to date with new initiatives. Training is attended when possible and the workshops provided by the local children's centre have been particularly advantageous in improving the childminder's knowledge and skills. For example, the childminder recently enhanced her own learning of how messy play can support children's development in many areas. Partnerships with parents are strong and the positive feedback from them confirms that the childminder has been pivotal in helping children progress well. However, partnerships with other provisions and schools that children attend are not as successful.

Setting details

Unique reference number	EY318546
Local authority	Cambridgeshire
Inspection number	862314
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19 November 2009
Telephone number	

The childminder was registered in 2006 and lives in March, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 3 qualification.

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