

Childminder report

Inspection date	21 March 2019
Previous inspection date	20 June 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
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 works well in partnership with parents. She establishes an effective two-way flow of information that helps to provide children with consistency in their care and learning.
- Children enjoy a wide range of activities and outings. The childminder knows the children well and tailors planning to reflect their individual stage of development and emerging interests. Children make good progress in their learning and development.
- The childminder is kind, calm and friendly. Children settle quickly and are happy. They develop strong bonds with the childminder, and demonstrate that they feel safe and secure in her care.
- Children receive lots of praise and encouragement to try new things. This helps them to develop good levels of self-esteem.
- The childminder regularly reviews her practice and the impact it has on the progress children make in their learning and development. She gathers the views of parents to help her to identify her strengths and areas to develop.
- The childminder is well organised. She shares with parents a detailed range of documentation that underpins her practice to promote children's good health, safety and welfare.
- The childminder is enthusiastic in her role. However, sometimes she tends to over-direct play and children do not always have enough time to explore to their satisfaction.

What the setting needs to do to improve further

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

- give children enough time to explore to their satisfaction.

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 a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder attends regular training to keep her safeguarding knowledge updated. She confidently fulfils her role to protect children from harm. She knows what to do should she have any concerns about a child's welfare. The childminder is committed to her continued professional development. She meets regularly with other childminders in the locality to share ideas about best practice and keep up to date with changes in the sector. The childminder has established a targeted plan of training to help to raise her knowledge and skills. Parents are positive about the childminder. They state that their children are well cared for and make good progress in learning to help prepare them for the move to school.

Quality of teaching, learning and assessment is good

The qualified childminder observes children as they play, accurately assesses their progress and identifies their next steps in learning. Children are engaged and active learners. They concentrate as they use garden trowels to fill flowerpots with compost ready to plant flowers. The childminder counts with children as they fill the pots. She reads the name of the flowers to the children and talks about the daffodils the children planted previously. Children learn that plants need water to grow, for instance, as they fill watering cans with the childminder. They have plenty of space to run around. Children play with and kick footballs, sometimes scoring goals to rich applause from the childminder. The childminder shares with parents children's emerging interests, such as recognising letters on street signs, so they may support children's ongoing learning at home.

Personal development, behaviour and welfare are good

Children confidently engage with the childminder. They listen to her and behave well, showing respect for her and her home. The childminder provides healthy and nutritious meals and snacks with plenty of fruit and vegetables. Children enjoy daily opportunities to play outside. They regularly explore nearby woods and parks. They learn how to care for the childminder's pet dog and consider the needs of other living creatures. Children enjoy frequent outings in the local community. They attend toddler groups with the childminder and develop friendships with other children. The childminder helps children to learn about faiths and beliefs that are different to their own, including Chinese New Year and Diwali.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They are keen to do things for themselves and develop good independence in their self-care routines. Children learn to share and take turns as they play. They enjoy sharing books and listening to stories. Children count accurately to five and use numbers in their play. Children acquire key skills to support the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY337523
Local authority	Cambridgeshire
Inspection number	10062113
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 June 2016

The childminder registered in 2006. She operates all year round from 7.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

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