

Childminder Report

Inspection date

29 July 2015

Previous inspection date

2 February 2011

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 well-qualified childminder has effective methods to observe and assess the progress children make in their learning. She uses the information she gathers well to plan enjoyable activities that help children to make good progress in all the areas of learning.
- The childminder promotes children's communication and language skills well. She enthusiastically joins in their play and asks questions about their activities, encouraging conversation and enabling children to talk about what they know.
- Children are encouraged to become curious and to predict as they play games guessing what is in the 'feelie' bag and investigate different ways to use materials as they create their own cereal rainbow.
- Children develop their imaginative play as they become pirates and princesses. They make their own pirate ship with a steering wheel, pole and flags, pirate hats and patches. They role play while dressed up as princesses and make treasure chests, eye patches and pirate hats.
- Children learn about their local area and nature on walks. They look for familiar landmarks and numbers on houses, study different surfaces, such as manhole covers, collect leaves and feathers and watch a squirrel running up a tree.
- The childminder works well with other settings the children attend, such as schools and pre-schools. She shares children's assessments and talks to staff to support their continuity of care and learning.

It is not yet outstanding because:

- Partnerships with parents are not yet highly effective in best supporting children's learning at home.

What the setting needs to do to improve further

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

- extend the ways that parents receive information about their children's learning to help them to be able to support their children's learning at home.

Inspection activities

- The inspector observed activities in the childminder's lounge and kitchen.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within her home.
- The inspector reviewed children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector spoke to parents and took their views into account.

Inspector

Deborah Hunt

Inspection findings

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

The childminder has a well-organised home that enables children to move around freely and safely. Children benefit from regularly rotated resources that reflect their individual interests. The childminder knows children well and provides activities that suit their preferred learning styles. As a result, children make good progress in their learning. The childminder plays alongside children, she gets down to their level and has fun with them. Young children enjoy affectionate cuddles and they play confidently alongside her. The childminder echoes their language and encourages them to babble to her. Older children enjoy talking to her about their activities. She asks them skilful questions that promote their thinking. As children build a castle with blocks she talks to them about size and shape, extending their mathematical skills. The childminder shares children's achievements with parents every day and provides regular updates on children's progress. However, parents do not always receive the most relevant information, such as children's next steps in their learning, to enable them to support their children's learning at home.

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

The childminder builds warm, trusting relationships with the children in her care. She works with parents to settle their children according to their individual needs. Through the early years passport that parents complete, she gathers information about children's routines, likes and dislikes; so that she can meet children's needs. Children enjoy fresh air and exercise daily. They play in the ball pool in the garden and visit local parks and play areas. The childminder also takes children to local groups, where they learn to socialise with other children. Children behave well as the childminder is a good role model. She encourages good manners and teaches children about sharing and turn taking. Children enjoy each other's company and older children are very caring towards their younger peers. The childminder helps to prepare children in readiness for school. For example, she encourages them to wash their hands independently. Children learn about healthy eating as they go out to buy the ingredients to make their own pizzas and fruit kebabs.

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

The childminder has a secure understanding of safeguarding procedures. She regularly updates her child protection training. This means she is aware of what to do should she have any concerns regarding a child in her care. The childminder understands her responsibilities when working with her assistant. The childminder meets with other childminders and uses professional publications and online research to ensure her practice remains current. She reflects on the quality of care and learning she provides, taking account of parents' and children's views to enable her to update her self-evaluation. Parents speak in praise of the childminder saying they, 'Cannot recommend her highly enough' and 'Feel fortunate to have found someone they and their children are so happy with'.

Setting details

Unique reference number	EY345204
Local authority	Cambridgeshire
Inspection number	857321
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	18
Name of provider	
Date of previous inspection	2 February 2011
Telephone number	

The childminder was registered in 2007 and lives in Whittlesey, near Peterborough. She works with an assistant during school term times. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a level 3 qualification. The childminder provides funded early education places for two-, three- and four-year-old children.

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