

Childminder Report

Inspection date

23 July 2015

Previous inspection date

12 May 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 childminder makes ongoing observations of children as they play. She plans learning opportunities to help build a range of skills and ideas across the different areas of learning. This helps children to make good progress towards the early learning goals and embed the skills they need in readiness for their future move on to school.
- The childminder provides a secure and safe environment for children. This enables them to investigate and play safely inside and outside. They move freely in the childminder's setting because she has taken the time to organise the play space extremely well. Children settle quickly and develop their self-help skills while making their own choices about what they want to play with.
- The childminder uses plenty of positive praise and encouragement. This raises children's confidence and self-esteem. As a result, they develop their self-assurance and interact warmly with the childminder and each other, as they become more emotionally secure.
- The childminder takes her continuing professional development seriously. This includes attending mandatory training, such as safeguarding children, paediatric first aid and food hygiene. Attention to these areas of practice ensures that the childminder understands how to provide appropriate care for children in the event of a concern or an emergency.

It is not yet outstanding because:

- The childminder does not consistently encourage parents to share information with her about their child's ongoing development at home. This means that she may not always be fully up to date with their latest achievements or changing interests when planning their next steps in learning.

What the setting needs to do to improve further

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

- extend opportunities for parents to exchange ongoing information about their child's continuing learning and development at home.

Inspection activities

- The inspector observed general play and the snack time routines in the setting.
- The inspector talked with the childminder and children at appropriate times throughout the inspection and reviewed written references from parents.
- The inspector looked at evidence of the suitability checks for all members of the childminder's household who are over 16 years of age. A range of other documentation was viewed, including safeguarding and first-aid training certificates.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector reviewed the current self-evaluation documents used by the childminder.

Inspector

Lynn Clements

Inspection findings

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

When children are placed in the childminder's care, she asks parents to share information about their child's starting point. However, there is room to enhance this by extending opportunities for parents to continue sharing information about their child's ongoing achievements at home, helping her to remain aware of their developing interests and learning styles. The childminder works closely with staff in other early years settings that children attend, which provides her with additional information about their interests. This shared information is used well to plan and build on children's established and evolving skills and interests. As children prepare for school, the childminder makes a report for staff. As a result, they have the information they need to help children settle as they move on to the next stage of their learning. All children communicate well, including younger children. For example, they interact as they repeat words and make facial gestures to relay meaning as they approach older children to join in their games. Children enjoy insect hunting outside. The childminder is mindful of differing ages by adapting activities to meet individual needs. For example, while older children hunt for insects, younger children enjoy sensory experiences by exploring models of insects using their fingers, hands and mouths. All children appear motivated and very eager to explore. This is supported by the childminder's attention and purposeful interactions.

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

Children demonstrate a keen awareness of others. For example, they use good manners, such as please and thank you. Older children help younger children to reach snacks or find their drinking cup. All children enjoy daily opportunities to extend their physical skills. For example, regular visits to the park and local toddler groups enable them to use and develop their growing muscles more robustly than is possible indoors. The childminder pays careful attention to helping children learn about keeping themselves safe. They understand about holding hands and stopping at the kerb to look before crossing the road. Children make healthy choices at snack and mealtimes. This is supported by the childminder who provides a wide range of interesting and healthy options. Older children are beginning to link the importance of healthy eating and exercise to growing strong.

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

The childminder has a clear understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She implements policies and maintains all required records well. Confidentiality is respected and information is kept secure. The childminder accesses further training to complement her existing knowledge and skills. This enables her to remain up to date with ideas to support children's continued learning. The childminder monitors children's progress and is quick to take action if she identifies a gap in learning. The childminder talks with parents and children to continually develop her service.

Setting details

Unique reference number	EY361839
Local authority	Cambridgeshire
Inspection number	863712
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12 May 2011
Telephone number	

The childminder was registered in 2007 and lives in Milton. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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