

Childminder Report

Inspection date

22 February 2017

Previous inspection date

4 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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 has successfully addressed the actions set at her last inspection. She has reviewed and developed her systems for assessing the progress children make, including completing the required progress check for children aged two years.
- The childminder and her assistant have formed close, emotional bonds with the children in their care. They are very mindful of children's individual needs and backgrounds. They provide valuable support to children and their families, especially during times of change in their home life.
- The childminder demonstrates a good understanding of child development. She plans effectively for children's individual learning and uses a variety of teaching methods to successfully support children's thinking and developing language skills. Children who speak English as an additional language are well supported.
- Since her last inspection, the childminder has given careful consideration to how she organises her time and reviews her practice. She is aware of her strengths and areas to improve and those of her assistant. Together they attend training that helps to keep their knowledge of childcare and current legislation refreshed.

It is not yet outstanding because:

- Although the childminder provides parents with information about their children's day in a daily diary, she is not sharing sufficient detail about the precise learning targets set. The childminder does not consistently gather and effectively use information about children's learning and interests at home, to strengthen the planning of activities.

What the setting needs to do to improve further

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

- share more detail with parents about the specific learning targets set for their children and use information from parents about children's learning at home more precisely to inform the planning of activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, 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 with children during the inspection.
- The inspector took account of the views of parents through verbal feedback provided.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant attend regular safeguarding training to update their knowledge. They both show good regard and understanding for how to report concerns to the appropriate authorities. The childminder has implemented further systems for checking the ongoing suitability of her assistant on a regular basis. The practice of her assistant is beginning to be more regularly monitored and addressed through an ongoing appraisal system. The childminder reads professional childcare publications to build on her knowledge and skills and enhance experiences for children. The childminder builds positive relationships with parents. Parents and grandparents speak positively about the childminder. Suitable working partnerships are in place with other settings children attend.

Quality of teaching, learning and assessment is good

The childminder supports children's development effectively. Children are cared for in a well-resourced environment and engage in learning across all areas. The childminder observes children as they play and identifies individual development targets that help them to make continuous good progress. Children have good opportunities to use all of their senses as they play. They use different parts of their bodies, such as their bare feet, to experience the texture of dry cereal. They excitedly stamp and jump, listening to the sound the cereal makes. The childminder and her assistant introduce new words, such as crunchy and sprinkle into children's vocabulary as they explore. Children experience a good range of learning opportunities on outings. They visit lots of places of interest, including beaches, farm parks, nature reserves and physical activity centres.

Personal development, behaviour and welfare are good

Children respond well to close interaction from the childminder and her assistant. They spontaneously gesture for cuddles and position themselves on the childminder's knee to look at books. Children's good health and well-being are successfully promoted. The childminder works closely with parents regarding children's dietary requirements and preferences. A variety of well-balanced meals and snacks is provided and there are daily opportunities for physical exercise. Children behave well. The childminder encourages vital social skills with young children, such as how to take turns and share resources. Children learn about responsibility. They enthusiastically help to tidy away toys before lunch. They use a dustpan and brush to sweep cereal from the floor and place in the bin. Daily safety checks of the premises and garden help to ensure that children play in a safe and secure environment.

Outcomes for children are good

Children make good progress from their individual starting points. Children are working comfortably within the typical range of development expected for their age. They build good skills in readiness for their move to school. Children count and learn to recognise large numbers at circle time. Children have good opportunities to see and recognise their names. Books are readily available and accessed well by children who enjoy having stories read to them by the childminder.

Setting details

Unique reference number	EY412151
Local authority	Cambridgeshire
Inspection number	1058426
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	18
Name of registered person	
Date of previous inspection	4 September 2015
Telephone number	

The childminder was registered in 2010 and lives in Whittlesey, Cambridgeshire. She operates all year round from 7am to 7.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder works with an assistant.

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