

Childminder Report

Inspection date

7 December 2016

Previous inspection date

25 September 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children enjoy their time in a well resourced and stimulating learning environment, both inside and outside of the childminder's home. They make good progress in their learning. Activities cover the seven areas of learning and are tailored to children's individual interests and stages of development.
- The childminder is a positive role model and demonstrates care and respect for children she looks after. Children show high levels of self-control and are able to listen and follow instructions well. Behaviour is good.
- Language development is supported well. The childminder enthusiastically joins in with children's play, responding positively to emerging words, supporting pronunciation and extending language.
- The childminder demonstrates a drive for ongoing development of her provision. She is keen to undertake further professional training. Self-evaluation is accurate and parents' and children's views are sought and acted upon.
- Children have opportunities to learn about and value different cultures. The childminder supports them to learn Mandarin, which is her home language, and children spend time learning about festivals from around the world.

It is not yet outstanding because:

- Precise details of children's learning and development are not shared consistently with other settings where children attend.
- The childminder is occasionally overly focused on her own ideas and misses opportunities to extend children's own interests in their learning.
- The childminder does not make the most of all opportunities to enhance children's developing creativity.

What the setting needs to do to improve further

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

- enhance the existing partnership working with other early years settings so that all children benefit from continuity and a highly collaborative approach to their learning and development
- give children more time and opportunities to explore, follow and share their own ideas in their play and learning
- offer children more opportunities to be freely creative during arts and craft activities.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed children at play and evaluated activities with the childminder.
- The inspector looked at children's observations and assessment records, evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and risk assessments.
- The inspector took into account the views of parents through written feedback and those spoken to at the time of the inspection.
- The inspector reviewed the childminder's self-evaluation document and talked with her about how she evaluates and improves her service.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates a good understanding of her role in supporting children's development and well-being. She recognises the signs and symptoms of possible abuse and is confident about how to record and report concerns regarding a child's welfare. She undertakes regular risk assessments to identify and minimise hazards to children. The arrangements for safeguarding are effective. Records, including required policies and procedures, are well organised, maintained and implemented. The childminder makes effective use of online resources, professional publications and links with other childminders to keep abreast of good practice. Parental feedback is very positive, valuing the safe and stimulating environment that the childminder provides.

Quality of teaching, learning and assessment is good

Children are cared for in a well-resourced environment and take part in a broad and balanced range of activities that motivates and engages them. The childminder is enthusiastic and understands the abilities of children in her care well. She encourages them to do things for themselves that she knows they can manage. The childminder joins in with children's play, helping them to communicate effectively. Counting is naturally woven into many activities, supporting children's understanding of numbers. As children complete jigsaws the childminder helps them to use pictures on the box to work out the piece they need to find next and where to place it. Visits to local shops, parks and garden centres help to develop children's understanding of the world. Regular opportunities for early writing are provided. Parents are involved in their children's development. The childminder keeps them well informed about children's ongoing learning and well-being.

Personal development, behaviour and welfare are good

Children have strong and caring relationships with the childminder. They are developing self-confidence and move freely around the childminder's home selecting resources they wish to play with. Children have excellent opportunities to learn about being healthy. They dance and move to music and are supported by the childminder to notice their hearts beating faster and how they have become hot. She encourages them to have a drink to help cool back down. Snacks provided are varied and healthy. The childminder makes effective use of social opportunities in the wider community to support children to become more confident around others. Children and their families are supported well to feel secure when they first start attending. Ongoing information from parents is gathered, enabling children's ongoing emotional needs to be well met.

Outcomes for children are good

Children are motivated learners and spend sustained periods of time engaged in activities. They show pleasure as they engage in role play, setting up furniture in the doll's house. Children spend time working out how to attach saddles to toy horses, showing curiosity in the way it works. As they look at books they sing themselves songs or talk about the pictures. Children are focused and motivated, showing determination and perseverance as they master new skills. They are making good progress and learning the skills needed in readiness for the next stage of their learning, including school.

Setting details

Unique reference number	EY430775
Local authority	Cambridgeshire
Inspection number	1059923
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	25 September 2012
Telephone number	

The childminder was registered in 2011. She lives in the Arbury area of Cambridge. She operates Monday to Friday, 9am to 6pm, all year round, except for bank holidays and family holidays. She holds a childcare qualification at level 2 and supports children who have English as an additional language.

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