

Inspection date	31 March 2015
Previous inspection date	2 June 2009

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 provides a wide range of resources to stimulate children's imagination and exploration. Children quickly become active learners as they use items, such as small plastic lids, in endless play.
- The childminder effectively adapts the space the children use to suit the activities they are absorbed in. For example, she uses height adjustable tables so that children can stand, sit or kneel to use their bodies and resources in different ways.
- The childminder understands the importance of keeping her knowledge and skills up to date. She regularly updates her safeguarding training, so that she can very effectively keep children safe from harm through the procedures she puts in place.
- The childminder effectively works in partnership with other settings that children attend. Through this, she ensures there is a consistent approach to teaching and helps her identify next steps in learning. As a result, children continue to make good progress.
- Children feel happy and emotionally secure in the childminder's care as she quickly builds up a trusting relationship with them. They seek reassurance and support from the childminder as they play. Consequently, children are happy to explore the resources set out for them.
- The childminder uses the local environment to help children learn. For example, they love to make marks with chinks on a long footpath to help develop their hand muscles.
- The childminder effectively supports children who speak English as an additional language. She uses key words that parents teach her, and shares books and games that children bring from home.

It is not yet outstanding because:

- The childminder does not always use a wide range of questioning techniques to extend children's learning even more as they play.

What the setting needs to do to improve further

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

- increase the frequency and range of questions used to add even more challenge and extend the learning opportunities for children during their activities, explorations and play.

Inspection activities

- The inspector observed activities in the childminder's house and talked to the childminder and children at appropriate times.
- The inspector viewed areas of the childminder's house and garden used by the children.
- The inspector checked evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and self-evaluation records.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took into account the views of parents as provided in questionnaires and reference letters.

Inspector

Katrina Rodden

Inspection findings

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

The childminder encourages children to choose the activities and resources they use. She effectively teaches them through demonstration and clear explanations. She gives children time to question, experiment and repeat new activities. For example, children enjoy mixing red and white paints together, while they attentively listen as the childminder explains why the shades of pink differ. As they add more paint, children observe the changes for themselves. However, the childminder does not always consider using more probing and thought-provoking questions, such as 'what would happen if..?' to extend children's learning even further. Therefore, although children's progress is good, it is not always maximised. The childminder teaches children to recognise shapes, letters and numbers. They learn how to hold a pencil and how to safely use scissors. The childminder takes children to join group activities so they learn to share resources and listen to each other. Consequently, the childminder effectively prepares children for their subsequent move to nursery or school.

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

The childminder provides a secure and caring environment for children to grow and learn in. She maintains consistent boundaries and encourages children to be kind to each other. As a result, children behave very well. The childminder responds well to the care needs of the children. Younger ones are settled in cots when they need to sleep while older children quietly play in another area. Parents can choose to provide a packed lunch or the childminder cooks nutritious food for children to eat. Mealtimes are a social occasion, as those in high chairs sit at the table with the older children. As a result, the youngest children quickly learn to spoon feed themselves as they copy their slightly older peers. The childminder teaches children to wash their hands, and explains to them why they need to do this. Through this, children begin to develop good hygiene routines.

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

The childminder carries out daily checks of her house and garden to ensure hazards are minimised, so that children play and learn in a safe environment. The childminder effectively monitors the progress that children make. She uses a computer programme to help her track all areas of children's learning. This is effectively used to help her shape activities towards their next steps in development. Through the information she gathers, the childminder quickly identifies any emerging gaps in children's learning. Consequently, while working with other professionals and parents, gaps can be addressed to prevent any significant delay. The childminder values the feedback she receives from parents about the care and education she provides. Their responses, in questionnaires and through daily conversations, help her shape her service to suit the children in her care. The well-qualified childminder effectively evaluates her practice to ensure that she continues to provide a good service for children and their parents.

Setting details

Unique reference number	258113
Local authority	Cambridgeshire
Inspection number	867111
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	2 June 2009
Telephone number	

The childminder was registered in 2001. She lives in Hardwick, Cambridgeshire. She operates 8am to 6pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder supports children who speak English as an additional language.

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