

# Childminder Report

<b>Inspection date</b>	12 August 2016
Previous inspection date	6 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 teaches children well, building on the knowledge and skills that they already have. She checks on children's development carefully to identify and address any gaps in their learning.
- Children are eager and motivated to learn. They explore and investigate the childminders inviting and stimulating resources, both inside and outdoors.
- The childminder and her assistants build positive relationships with parents and involve them in their children's learning. Parents have a high regard for the service the childminder provides with her assistants, and they value their kind and caring approach. Parents state that their children progress well in their development.
- Children show that they feel extremely safe, secure and happy in the childminders home. They benefit from nurturing relationships with the childminder and the other assistants. This helps to build children's confidence.

### It is not yet outstanding because:

- The childminder does not always provide extensive opportunities for children to build on their mathematical skills of weighing and measuring during activities and daily routines.
- The childminder does not routinely evaluate the quality of her assistants' work to provide more targeted coaching and mentoring, and raise the quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- build on purposeful opportunities for children to use their mathematical skills, as they learn about weighing and measuring during their play
- strengthen the monitoring of the assistants' practice to offer more targeted coaching and mentoring to help raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the assistants at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members.
- The inspector took account of responses from parents in written documentation.

### Inspector

Ruth Patel

## Inspection findings

### **Effectiveness of the leadership and management is good**

The childminder is dedicated and demonstrates a good understanding of her role in supporting children's development and well-being. She has effectively addressed the actions and recommendations raised at her last inspection. Support from the local authority has been used effectively to help her to evaluate her practice and successfully drive improvements. Her professional development is important to her and she attends relevant training whenever possible. The arrangements for safeguarding are effective. Children are kept very safe as the childminder ensures their surroundings are secure and potential risks are minimised. The childminder and her assistants are confident in their knowledge of the procedures to follow should they have any concerns about a child's well-being.

### **Quality of teaching, learning and assessment is good**

The knowledgeable and well-qualified childminder and her assistants provide a broad range of interesting activities and experiences to meet children's needs and interests. For example, children use their imaginations as they play cooperatively with their friends in the outdoor mud kitchen, pretending to prepare food. They play in the sand and use watering cans to water flowers in the garden. Parents learn about the planned activities through newsletters and information on an internet site. Some parents borrow storybooks for children to read, and others enjoy sharing sensory bags and music sacks at home. The childminder and her assistants complete regular observations and assessments. Children's progress is shared with parents, as the childminder and her assistants regularly show them their child's developmental record and discuss their next steps in learning.

### **Personal development, behaviour and welfare are good**

Children demonstrate that they are happy and contented. They are supported well in developing their independence and the social skills of sharing and taking turns. They are well behaved. Children develop an understanding of healthy eating as they talk with staff about the food they have prepared together for eating at snack time. They follow good hygiene routines. The childminder and her assistants successfully promote children's emotional well-being by meeting their care and welfare needs. They provide daily opportunities for children to be physically active outdoors. For example, they take part in an obstacle course, run along while holding spoons and potatoes, and hold sack races. Children learn about the community they live in through walks and outings. They also find out about the wider world through looking at maps, identifying flags and following the Olympics.

### **Outcomes for children are good**

Children make good progress in their learning and development. They are confident, independent learners who interact well with the adults and other children. Effective support is provided for children who speak English as an additional language. Activities based on the government programme of Every Child a Talker help children to further develop good speaking, listening and attention skills in readiness for their next stage in learning and for school.

## Setting details

<b>Unique reference number</b>	EY389331
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1043963
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 June 2014
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Hardwick, Cambridgeshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with assistants, one of whom also holds a qualification at level 3. The childminder supports children who speak English as an additional language.

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