

# Childminder Report

<b>Inspection date</b>	14 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 is extremely knowledgeable about the children in her care and is clear about the good progress they are making in their learning. She uses this knowledge to put into place excellent support for their next stages of development, including school.
- Language development is supported well. The childminder and her assistants join in with children's play, responding positively to emerging words and supporting correct pronunciation. Meaningful conversations are had with older children, extending their vocabulary and broadening their knowledge.
- Children's behaviour is excellent and they regularly say 'please' and 'thank you'. They are learning to take turns and share, and older children remind younger ones to wait for everybody to have their snack before they start to eat.
- The childminder is clear about how she wants to develop and improve her childminding provision and how this is intended to enhance children's learning further. She makes effective use of professional publications and peer support of other childcare professionals to keep up to date with good practice.

### It is not yet outstanding because:

- While links are in place with other settings that children attend, precise details of children's learning and development are not shared consistently.
- Planned craft activities are sometimes overly focused on producing something to take home and as a result do not fully support and 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 partnership working with other early years settings so that all children benefit from continuity and a highly collaborative approach to their learning and development
- offer children more opportunities to be freely creative during art and craft activities.

### Inspection activities

- The inspector spoke to the childminder and her assistants 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 those working with the children and a range of other documentation, including safeguarding procedures and accident records.
- The inspector took into account the views of parents through written feedback.
- The inspector talked with the childminder about how she evaluates and improves her service.

### Inspector

Julia Sudbury

## Inspection findings

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

The arrangements for safeguarding are effective. The childminder and her assistants demonstrate a good understanding of child protection matters and are confident about where to report concerns about a child's welfare. The childminder monitors the interactions of her assistants and provides effective feedback to support their development. She makes good use of professional publications and local professional networks to keep abreast of good practice. Parents are very positive about the provision, valuing the high standards of care and the varied range of activities provided.

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

The childminder makes good use of her dedicated play space to provide an inviting and engaging learning environment. Activities away from the home broaden children's experiences. The childminder and her assistants, overall, adapt activities well to meet the differing development needs and interests of children. Resources and games are left out, allowing children to return to them, embedding their knowledge and learning. The childminder and her assistants, overall, engage well in children's games, supporting and extending children's ideas and interests. Regular discussion with parents helps them to be well informed about and actively involved in their children's ongoing learning.

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

Children have strong relationships with the childminder and her assistants. Effective procedures help children to settle swiftly when they first attend. Children show confidence as they move freely around the childminder's home. Children of all ages are given space, time and support to develop age-appropriate independence. Snack and mealtimes are sociable occasions, enabling children to share stories from home or remember activities that took place last week. The childminder regularly attends local groups, providing plenty of opportunities for children to develop their confidence around others and to make friends and socialise. Children are emotionally well prepared as they make the move on to pre-school or school.

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

Children are motivated and engaged learners, working comfortably in the range of development typical for their age. Older children show imagination and build friendships as they take part in make-believe games, sharing their ideas confidently with each other. Younger children develop physical skills as they become competent walkers and manipulate toys. All children show determination and perseverance as they encounter difficulties during their play, calmly resolving issues or confidently engaging the support of an adult.

## Setting details

<b>Unique reference number</b>	EY484810
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1007924
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Bottisham, Cambridgeshire. She operates Monday to Friday, 7.45am to 6pm, term time and 8am to 6pm, Tuesday to Friday during school holidays. She works with a number of assistants across the week.

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