

# Childminder Report

<b>Inspection date</b>	22 February 2018
Previous inspection date	16 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder values opportunities to improve her knowledge and skills. She attends training courses and uses the information gained to help her support children more effectively. For example, the childminder has improved her ability to help children develop resilience from a young age.
- The childminder forms strong partnerships with parents and uses a variety of ways to ensure they are well informed about children's progress and activities. She works collaboratively with regards to children's care needs, such as potty training, and parents appreciate the variety of play experiences their children receive.
- Children develop their awareness of numbers during focused activities. They can recognise different written numbers and are learning to count.
- Children are settled and enjoy a warm and trusting relationship with the childminder. They behave well and follow familiar routines confidently.
- The childminder tracks children's development effectively and uses her observations appropriately to plan for children's next steps in learning. Children make good progress from their starting points.

### It is not yet outstanding because:

- At times, children do not fully develop their independence skills and make choices as they play.
- Children's imaginary play is sometimes not promoted well enough during daily activities.

## What the setting needs to do to improve further

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

- support children's independence skills and offer opportunities for them to make choices in their play
- provide children with even more opportunities to be imaginative during their chosen activities.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Jacqueline Baker

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding matters. She is well trained and knows how to identify children at possible risk of harm. The childminder has stringent procedures in place to report her concerns and this includes matters relating to children being exposed to extreme views. The childminder is reflective about her practice and can identify her strengths and areas where she needs to improve. She involves others in her considerations and this helps her enhance her provision to benefit all children. The childminder has established good partnerships with other providers in the area. Appropriate information is readily shared where children attend more than one provision and helps to foster a consistency in children's support and learning.

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

The childminder understands her responsibilities to support children's learning and development. She is knowledgeable about children's interests and plans activities to help prepare them for their next stage in learning. Children concentrate well on tasks and enjoy the individual attention they receive from the childminder. They confidently complete jigsaw puzzles and can name the different people illustrated. Children's hand-to-eye coordination is good and they manipulate the different pieces dexterously. Children are learning about letters and the sounds they make. They enjoy the playful interactions with the childminder and make good efforts in identifying the initial sounds of different words.

### Personal development, behaviour and welfare are good

The childminder teaches children to protect themselves when out and about. She ensures children know about road safety and together they carry out safe routines when walking to and from the local schools. Children's good health is supported by the availability of nutritious meals, fresh air and daily exercise. They are learning about good hygiene practices, such as handwashing, and demonstrate good manners during mealtimes. Children understand the daily routines and help tidy away toys and equipment. They enjoy the company of their friends and play well together. The childminder offers plenty of praise and encouragement during activities and this boosts children's self-esteem well.

### Outcomes for children are good

Children demonstrate a sense of security in the company of the childminder and are happy playing and learning in her home. They are keen to join in with focused activities and this helps prepare them for their eventual move to pre-school. Children communicate well and can express themselves effectively.

## Setting details

<b>Unique reference number</b>	222483
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1086992
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 January 2014
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Manea, Cambridgeshire. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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