

Inspection date	17 February 2015
Previous inspection date	8 March 2011

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 organises her home very well to provide children with a stimulating, welcoming environment, which supports their individual learning and well-being needs effectively.
- Children show a strong motivation to learn as they actively occupy themselves with play. They make good progress, developing their skills in readiness for their next stages in learning.
- The childminder acts as a positive role model and children follow her example. They behave well, are polite and amicably share resources.
- Partnerships with parents and others involved with children's care and learning are good. Children benefit significantly from the ongoing exchange of information between their main carers as it promotes a united approach to meeting their needs.
- The childminder plans and provides children with a good range of activities and experiences that broaden their knowledge. Children enjoy themselves learning through fun play activities that interest and challenge them.

It is not yet outstanding because:

- The childminder does not maximise children's opportunities for counting and learning about the links between letters and their sounds during daily play.

What the setting needs to do to improve further

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

- make the most of all opportunities to develop children's counting skills and their understanding of the links between letters and the sounds they make, as part of the daily routine.

Inspection activities

- The inspector observed children's play indoors and outside.
- The inspector sampled the childminder's documentation.
- The inspector discussed the childminder's practice with her.
- The inspector viewed areas used by children.
- The inspector took into account the written views of parents.

Inspector

Cathy Hill

Inspection findings

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

The childminder has a good understanding of all children's stages of development. Her teaching is good and she asks children questions to make them think. Children learn about the natural world as they excitedly plant flowers and herbs in a sensory garden outside. They know plants need water to make them grow. They demonstrate an understanding of fair play as they work cooperatively together, for example, sharing garden tools. The childminder supports all children to develop their language skills. She verbalises her actions and children repeat words after her, taking ownership of their own learning. Children's physical development is good and they skilfully use cutters and safety knives, for example, as they take part in a pancake activity. The childminder suggests cutting numbers and letters out of pancakes. She reinforces children's understanding of number as she challenges them to name the numbers on the cutters. The childminder, however, does not make full use of opportunities during the activity to develop children's counting skills or their knowledge of the links between letters and their sounds.

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

The childminder treats all children with equal concern and is very kind and caring towards them. Children have very good relationships with her and each other. They develop into confident, independent learners because the childminder respects and values their efforts. Children have daily opportunities for fresh air and exercise to develop healthy bodies. They understand routine hygiene practices, and wash their hands after garden play and before eating. The childminder teaches children about safety and risk assesses her home to ensure children can play safely. Children have access to a wide range of good quality resources made from different materials, which support their all-round development.

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

The childminder has a clear understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She maintains her documentation well and keeps parents fully involved and informed about their child. Parent testimonials are glowing in their praise of the childminder. They state they are 'extremely happy' and that she is 'endlessly patient and communicates any issues effectively'. The childminder is proactive in evaluating her provision. She monitors children's learning and identifies key areas for development to help children progress. The childminder has a good understanding of how to safeguard children's welfare and has updated her safeguarding and first-aid training since her last inspection. This means she has the up-to-date skills and knowledge to deal with any concerns or accidents. The childminder dedicates her time to ensuring children are happy and learning and is keen to continually develop her practice to improve outcomes for all children.

Setting details

Unique reference number	EY344006
Local authority	Hampshire
Inspection number	835063
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	8 March 2011
Telephone number	

The childminder registered in 2006. She lives in Farnborough, Hampshire. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works Monday to Friday for most of the year. The childminder supports children learning English as an additional language.

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