

Inspection date	25 February 2015
Previous inspection date	22 February 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is excellent. The childminder adapts her teaching skills to suit children's learning styles and needs.
- The childminder is highly skilled in utilising all opportunities to enrich children's learning through well-planned activities within a stimulating environment.
- Children make exceptional progress given their starting points.
- Great attention is paid to getting to know children and parents at the beginning of a placement.
- Regular and precise assessment ensures children are motivated and challenged.
- Children benefit from extensive and exciting outdoor play experiences on a daily basis.
- Parents are extremely happy with the service provided and their input is welcomed and encouraged.
- Children are very well supported through transitions to school and other settings.

Inspection activities

- The inspector observed children's learning and the quality of teaching.
- The inspector reviewed documentation, children's records and the childminder's self-evaluation.
- The inspector considered the information received via parent questionnaires.
- The inspector spoke at length with the childminder about her practice.

Inspector

Cheryl Walker

Inspection findings

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

Children make excellent progress because the childminder is highly skilled in teaching and motivating them to learn. Guided by children's interests, she provides all children with a wealth of exciting opportunities to explore and challenge themselves, within an extremely nurturing and inspiring atmosphere. The use of real resources effectively encourages children's interest. Older children are highly independent and immersed in learning, choosing different ways of approaching activities in order to succeed in their purpose. For example, when hammering nails into a piece of wood proves too difficult, they find a block of polystyrene foam, which enables easier hammering. Thought provoking questioning further stimulates children's curiosity and successfully extends their learning. They competently investigate to measure the size of the nails and assess whether they will go all the way through the object. They persist at activities for sustained periods to achieve their goals, because of the fun and appealing strategies used to promote their learning. Children of all ages learn to communicate confidently. The childminder teaches the younger children to sign to make their needs known. Precise assessment, supported by regular parental input of children's developmental progress, ensures that activities are skilfully adapted to suit each child's requirements.

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

A carefully considered, enriching indoor and outdoor environment provides children with a safe and stimulating place in which to learn and take risks. When children first attend, arrangements are tailored to meet their individual needs, which help them to settle quickly. Children have formed close attachments with the childminder. They feel safe and secure within supportive surroundings. They gain good levels of confidence because the positive strategies used to promote their independence empower them to make choices and support them in becoming extremely capable. They behave exceptionally well as they are consistently engaged in activities. Parents are actively encouraged to become involved in their child's learning and engage positively.

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

Highly reflective, regular and robust self-evaluation enables the childminder to continually drive improvement through the service she offers. This results in excellent outcomes for children. Successful partnerships with parents, outside agencies, local schools and preschools, mean that the childminder can identify areas of need and target support for children early on. Children are therefore prepared exceptionally well for starting school. Children are effectively safeguarded, as the childminder is well qualified and knowledgeable. She is highly motivated and keeps up to date by researching new developments to ensure she achieves best practice. Her high level of training has a positive impact on the varied and challenging play experiences children receive, along with their secure well-being. She shares her excellent practice with others as she provides support and training to other childminders.

Setting details

Unique reference number	EY311716
Local authority	Hampshire
Inspection number	1006946
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22 February 2010
Telephone number	

The childminder registered in 2005 and lives with her husband and their children in Petersfield in Hampshire. Care is offered between 7.00am and 6.00pm. The ground floor of the property is mainly used for childminding. There is a fully enclosed rear garden area suitable for outdoor play. The family have several guinea pigs.

This provision is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder is a qualified practitioner, providing places for funded children and offers community childminding for the local authority.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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