

Inspection date	10 March 2015
Previous inspection date	23 May 2009

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

- Children flourish in this nurturing, compassionate home where the childminder shows a great love of caring for children. Reflecting the childminder's good knowledge of how to deliver the learning and development requirements, children demonstrate good developmental progress.
- The childminder's patient, fun-loving and effective approach to promoting the youngest of children's essential skills shines through. They have extremely positive relationships with one another.
- The childminder has excellent relationships with parents. The childminder and parents often attend children's health appointments and training together so all benefit from the information received and take a united approach meeting children's needs.
- The childminder's partnership with other settings is extremely strong. She works very closely with the local school and pre-schools to ensure there is collaborative working on early education and children's care.

It is not yet outstanding because:

- The childminder places less emphasis on providing children with exciting sensory experiences. She does not provide many natural resources and materials for very young children to explore and investigate to stimulate their senses at her home.
- The childminder does not use her garden in all seasons as part of the children's extended learning environment.

What the setting needs to do to improve further

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

- increase young children's access to an interesting range of sensory experiences by providing natural resources and materials, to encourage exploration and investigation through use of children's senses at the childminder's home
- use the garden in all seasons to enhance children's learning opportunities.

Inspection activities

- The inspector observed children's play activities and the childminder's interactions with them, and undertook a joint observation with the childminder.
- The inspector held discussions with the childminder about the children and looked at their learning records.
- The inspector sampled some safeguarding and leadership documentation.
- The inspector viewed questionnaires from parents.
- The inspector went on a walk with the childminder and children.

Inspector

Lorraine Wardlaw

Inspection findings

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

Children's learning needs are met competently by a childminder who understands how children learn and who provides them with good-quality, purposeful play. They are keen, active learners who are developing valuable future skills because of the skilled interaction and support they receive from the childminder. The childminder tunes into children's play successfully. She has clear knowledge of ways to promote young children's language development well. She uses a fun, singsong voice. She often repeats words clearly and puts these into short sentences. One-year-olds show they are developing good sharing, speaking and understanding skills appropriate to their age during pretend kitchen play. The childminder uses toy characters from a favourite story to engage and excite the children when sharing a book together.

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

Children thrive with this childminder. They are very happy and develop securely in their emotional and physical well-being because of the good routines and consistently high-quality teaching they receive each day. Children learn clear boundaries for behaviour from a young age through plenty of praise, explanations, and consistent practice. For example, children enjoy choosing a marble to put in a jar as a reward for when they have shown kindness to one another. Children develop extremely well in their personal social and emotional development. The childminder pays good attention to keeping children safe, such as when she straps them safely in their booster chairs to eat. The childminder supervises children closely.

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

The childminder implements her responsibilities in meeting requirements well. She safeguards children well; she has a clear understanding of the procedures to take if she is worried about a child's welfare. The childminder acts swiftly and responsibly when a medical emergency arises. The childminder works collaboratively with other childminders to drive continuous improvement. She has recently improved how she monitors and tracks children's progress. She attends workshops to improve her early years practice, for instance, on how to understand and support boys' learning better. She makes changes that improve the quality of her provision after developing her knowledge, such as introducing new behaviour management strategies. Partnerships with others involved in a child's life are successful. The childminder communicates extremely well with parents, who report positively about the setting.

Setting details

Unique reference number	111124
Local authority	Hampshire
Inspection number	846004
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23 May 2009
Telephone number	

The childminder started minding in 1999 and registered with Ofsted in 2001. She lives in Otterbourne, near Winchester.

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