

<b>Inspection date</b>	31 March 2015
Previous inspection date	18 July 2012

<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
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has a good knowledge of how children learn. She provides a broad range of activities that provide valuable learning opportunities. As a result, all children make good progress.
- The environment is welcoming and children form strong bonds with the childminder and each other. This effectively supports their emotional well-being. Consequently, children are confident and motivated in their learning.
- The childminder has formed successful partnerships with parents. She regularly communicates with them about their children's care needs and progress. As a result, children's learning and development is promoted in both the childminders setting and at home.
- The childminder is committed to improving her practice. She identifies areas of professional development and undertakes purposeful training to continually improve the quality of her teaching for children in her setting.

### It is not yet outstanding because:

- The childminder does not always organise writing materials and books so that children are able to access these independently.

## What the setting needs to do to improve further

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

- review the organisation of resources to promote children's literacy by giving them easy access to books and materials for writing and drawing.

## Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the views of parents, provided in writing.
- The inspector observed activities in the childminder's home.
- The inspector toured the parts of the childminder's home that are used by the children.
- The inspector checked evidence of the suitability and qualifications of the childminder, a selection of children's records, safeguarding policies and discussed self-evaluation with the childminder.

## Inspector

Tara Naylor

## Inspection findings

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

The childminder provides children with a broad range of activities and resources that motivate and engage them in their learning and development. However, some of the resources are stored out of children's reach, limiting their opportunities to make independent choices about what they want to play with. Children enjoy being creative, for example, decorating Easter jar's. The childminder builds younger children's physical skills as she teaches them how to peel and place stickers onto the jars. She motivates them to try things for themselves and persist during activities by introducing additional resources. The childminder introduces mathematical concepts into children's play. For example, when older children count out stickers, she encourages them to develop their problem-solving skills by asking them to add one more. Children are confident talking to adults and each other. The childminder repeats children's language and introduces new words. As a result, children make good progress in their communication and language skills. The childminder regularly assess children's progress and plans for their future learning. As a result, she recognises and meets children's potential learning needs quickly.

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

The childminder provides children with a safe and secure environment. She has a good understanding of what action she would take if she had concerns about a child's welfare, so that children in her care are safeguarded well. The childminder meets individual children's dietary needs with nutritious home-cooked meals and snacks. Children learn independent care routines to keep themselves healthy; for example, the childminder teaches them to wash their hands before they eat. This builds their good self-care skills, in preparation for their next stage in learning, such as going to school.

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

The childminder has a good knowledge of the learning and development requirements. She is committed to providing a good quality provision for children and parents. She uses her self-evaluation and discussion with parents to identify areas of improvement and takes appropriate action. For example, the childminder has undertaken training to support children with English as an additional language. This has a good impact on children's learning as they are able to talk to the childminder in dual languages, developing their communication skills well.

## Setting details

<b>Unique reference number</b>	EY442152
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	961066
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 July 2012
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Farnborough, Hampshire. The childminder works Monday to Friday and provides care all day. The childminder receives funding to provide free early education for children aged two, three and four years.

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