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| Inspection date | 23 April 2015 |
| Previous inspection date | 15 October 2009 |

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| 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 demonstrate good skills of independence; they confidently wash their own hands and take their own shoes on and off.
- The childminder demonstrates good knowledge of how to protect children. This is evident through the implementation of effective safeguarding practices and procedures.
- The childminder has successfully addressed the recommendations from her last inspection. She continually monitors and evaluates her provision and attends regular training. This clearly demonstrates a strong desire to make continuous improvements to her provision.
- The childminder has a consistent and caring approach. She offers children lots of praise and support. Consequently, children's behaviour is good.

It is not yet outstanding because:

- The childminder does not always share information with other early years providers involved in children's learning and development, in order to plan and share ideas to help children make the best possible progress.
- The childminder misses opportunities to maximise children's learning in the outdoor area, by fully promoting all areas of learning as effectively as she does indoors.

What the setting needs to do to improve further

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

- strengthen information sharing with other early years providers and use this combined knowledge to plan together to move children's learning forward so that they make the best possible progress
- increase children's opportunities to learn outdoors, such as offering activities and resources to promote children's learning in all areas.

Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector looked at children's development records, a selection of policies, children's records and evidence of suitability.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document and written comments from parents.

Inspector

Hazel Farrant

Inspection findings

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

The childminder uses her good knowledge of how children learn to provide an interesting range of learning opportunities. Overall, the quality of teaching is good. Children acquire skills to support their development and prepare them for their future learning and school. For example, language and communication development is supported well through constant conversations and repetition of words and sounds. Young children enjoy playing with toy animals. The childminder helps them to learn the names of animals, where they live and what they like to eat. Children pretend feeding the animals jelly. They scrunch and squeeze the jelly and notice that the jelly is melting and suggest pressing it together. The childminder encourages children to work through their ideas and describe what is happening. As a result, children are motivated to learn through new experiences. The childminder works in close partnership with parents so that they are fully involved in their children's learning.

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

The childminder ensures consistency in providing care between her setting and the children's home, to help support their confidence, learning and emotional well-being. Consequently, children form secure attachments to the childminder. They cuddle up close and listen attentively, which demonstrates that they have a strong sense of belonging and feel safe and secure. The childminder teaches children about the benefits of healthy lifestyles and how to manage risks safely that are appropriate to their age and stage of development. She does this by providing regular outdoor play opportunities both in her garden and through trips to local play parks. Indoors, children independently access a wide range of resources, which cover all areas of learning. However, although the childminder uses the garden area well to promote children's physical play, she misses opportunities to promote other areas of learning fully in order to maximise their progress.

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

The childminder has effective systems in place for observing children's achievements. This enables her to plan appropriate and challenging activities that help prepare children to gain the necessary skills for the next steps of learning, thus enabling them to make good progress. However, partnership working with other early years setting that children also attend are not fully in place to promote continuity in meeting their care and learning needs fully. The childminder completes risk assessments regularly and fire drills and accurately completes all required documentation. This positively promotes children's safety and health.

Setting details

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| Unique reference number | EY378249 |
| Local authority | Hampshire |
| Inspection number | 829555 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | 15 October 2009 |
| Telephone number | |

The childminder registered in 2008 and lives in Fleet, Hampshire. The childminder's provision operates from Tuesday to Friday, for most of the year.

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