

Inspection date	24 April 2015
Previous inspection date	13 January 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

- The childminder has a good understanding of children's interests and their stages of development. She identifies children's next steps for learning and successfully plans ways to promote their learning in these areas, so that children make good progress.
- Children behave well because the childminder is a good role model and gives very clear and consistent guidance about acceptable behaviour. She teaches children to take turns and share.
- The childminder promotes children's independence and personal care skills well, relative to their ages and capabilities. Overall, children are emotionally well supported for the next stage in their learning, or the move on to school.
- Children are kept safe because the childminder has a good understanding of how to protect them from harm. She has completed safeguarding training and is qualified in paediatric first aid. She successfully identifies and minimises potential risks to children.

It is not yet outstanding because:

- The childminder does not always give sufficient time for children to respond when asking a question. As a result, children do not always have the chance to extend their thoughts and ideas when engaged in an activity.

What the setting needs to do to improve further

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

- provide children with further opportunities to develop their thoughts and ideas during play, by giving them sufficient time to think and respond to questions.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed children engaged in a variety of activities and carried out a joint evaluation of activities with the childminder.
- The inspector looked at children's assessment records, planning, and a range of other documentation.
- The inspector checked evidence of the childminder's training and the suitability of all adults in the household.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector

Julie Dale

Inspection findings

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

The childminder provides a broad range of resources and experiences to promote children's progress across all areas of learning. There is a good balance between adult-led activities and opportunities for children to play and lead their own learning. Therefore, children learn to make choices and decisions during their play and within activities. Overall, the quality of teaching is good. The childminder promotes children's early literacy and mathematical skills well. For example, children join in with stories and songs. They make marks with a variety of materials and begin to write their own names. They further learn to count and compare sizes. The childminder models being a thinker, for example, as children roll cars down a large tube, she shows that she is curious; wondering what might happen and which vehicles might fit. However, she does not always use skilful questioning to challenge children's thinking, or to encourage them to talk about their investigations. Nevertheless, children are well supported in gaining the skills that they need to be ready for the next stage in their learning.

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

The childminder's home is safe and welcoming. The childminder gets to know children very well and they enjoy her cuddles, praise and encouragement. This promotes children's sense of belonging and raises their self-esteem. The childminder gives children small tasks to carry out, such as putting the car track together. She encourages them to help with tidying up. This successfully supports them to develop a sense of responsibility and cooperation. Children have daily opportunities to go out into the local community. For instance, they walk to the shops to buy fruit for snacks, go to parks or visit the library. They benefit from regular outings to toddler groups. This effectively supports children to develop confidence in different social situations.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She monitors children's development well so that she has a good overview of their progress. She establishes good partnerships with parents and other providers that children attend, by sharing information through diaries and regular discussions. This effectively promotes consistency in children's care and learning. The childminder reflects on ways to improve her practice and skills further. She accesses regular training, including on how to complete progress checks for two-year-old children. Parents give very positive feedback and are very happy with the service she provides. The childminder regularly meets with other childminders to share information and ideas.

Setting details

Unique reference number	112123
Local authority	Hampshire
Inspection number	839800
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	13 January 2009
Telephone number	

The childminder registered in 1997. She lives in Portchester, Hampshire. The childminder operates from 7.30am to 5.30pm, all year round, except for family holidays.

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