

Inspection date

1 April 2015

Previous inspection date

15 December 2008

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 provides a safe and welcoming environment where children learn through play and exploration.
- There is an extensive range of play equipment, which the childminder organises thoughtfully to enable children to extend their own play and learning.
- Children build extremely good relationships with the childminder and one another.
- The childminder uses a clear system to monitor children's play and development. This enables him to identify and address any gaps in their learning.
- Excellent partnerships with parents and other early years professionals enable the childminder to meet individual needs well.
- The childminder makes children's safety a priority. He knows about child protection issues and the procedures to follow if he has concerns about a child.
- The childminder is committed to continuing to develop the childminding provision and the outcomes for children. He attends training frequently to update his knowledge and make improvements. For example, he plans to reorganise the book area to encourage children's interest in books further.

It is not yet outstanding because:

- The childminder does not always encourage children's independence skills fully. For example, he does not routinely involve children in preparing food for their snack.

What the setting needs to do to improve further

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

- extend opportunities for children to develop independence and manage practical tasks for themselves.

Inspection activities

- The inspector observed children's activities in the childminder's home and garden.
- The inspector talked to the childminder about children's activities and progress.
- The inspector looked at a sample of documentation, which included children's progress records and policies.
- The inspector read letters from parents and took their views into account.
- The inspector observed and discussed how the childminder works in partnership with his co-childminder.

Inspector

Brenda Flewitt

Inspection findings

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

The childminder has a good understanding of the learning and development requirements. He provides a welcoming and stimulating environment where children are keen to take part in a broad range of activities, inside and out. For example, children used their imaginations as they acted out real life situations in the outdoor playhouse. They developed physical skills and coordination as they moved wheeled vehicles and made marks with chalks. The childminder joined in, describing what they were doing, naming objects and actions. He used mathematical language such as 'backwards', 'up' and 'down', thus helping to develop young children's vocabulary and understanding. The childminder makes observations of children's play and achievements and shares these with parents via an electronic system. Parents include their comments and receive ideas about extending their child's learning at home.

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

The childminder seeks detailed information from parents when children start to attend, which enables him to make them feel safe and secure. Children develop a strong sense of belonging. The childminder displays photographs of them and their artwork in the childminding setting. The co-childminders use consistent strategies to encourage children to behave well. Children know what the childminder expects of them through familiar routines and clear explanations. This means they develop important social skills they need for starting pre-school and school. The childminder praises children regularly, which promotes their self-esteem and confidence. Children enjoy a healthy lifestyle. They practise good personal hygiene routines and have daily fresh air and exercise by way of garden play and walks. Visits to the forest, climbing and making dens encourage children to take calculated risks and learn about their own safety.

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

The childminder communicates effectively with his co-childminder so that children are safe and well supported. They organise their home well to meet children's needs successfully. The childminder, together with his co-childminder, reflect on their practice regularly and make changes according to children's interests and learning needs. He has reorganised the playroom and developed the garden. This has provided more play space and enabled children to make additional independent choices. The childminder provides a wealth of information for parents by way of displays, written policies and a social media page. Parents say that their children are very happy and making good progress in their communication and language skills. They appreciate the effective communication methods and that the childminder continues to update his knowledge to develop his service.

Setting details

Unique reference number	EY371993
Local authority	Hampshire
Inspection number	829255
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	15 December 2008
Telephone number	

The childminder registered in 2008. He works with his partner, who is also a registered childminder, from their home in New Milton, Hampshire. The childminder holds an early years qualification at level 3. He receives funding to provide free early education for children aged two, three and four years.

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