

Childminder report

Inspection date: 29 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder greets children warmly, when they arrive. This helps children to feel safe, settle quickly and happily engage in the activities provided. Children form strong attachments with the childminder, who knows them well. Children's behaviour is very good. They learn about the behaviour that is expected of them. The childminder models good manners to the children. She talks softly to babies as they lay their head on her shoulder and show that they feel secure.

The childminder supports children's early language development well. Children have the opportunity to explore books. For example, children join in storytelling sessions with enthusiasm. They call out the animal sounds and recall what animals have now left the story. Children look at books independently and can explain what happens to the characters. They happily take part in singing a wide variety of songs and rhymes. Children are encouraged to be active and develop their physical skills. For example, they create large outdoor paintings. Children use their imaginations as they hand out ice creams from the truck they push around the garden. They ride bikes and learn about road safety, using a pretend traffic light set. Children learn how to keep themselves safe.

What does the early years setting do well and what does it need to do better?

- Partnership with parents is positive. The childminder regularly shares information with them about their child's learning and development, and the activities they have enjoyed. Parents' written comments demonstrate that they are happy with the level of care provided. They are particularly happy with the nurturing environment that the childminder provides.
- Babies and children are encouraged to develop the skills and knowledge that they will need as they grow and develop. The childminder is dedicated to providing all children, including those with special educational needs and/or disabilities, with the same opportunities and experiences. For example, babies are encouraged to explore a tray with a selection of natural objects. While older children sort the natural objects into groups of size and texture.
- Children learn to be independent. They put on their coats and shoes, and are confident to ask for help if needed. Children use a knife to cut up their fruit and butter their snack. They wash their hands and take turns. For example, children share dough cutters and musical instruments. The childminder shows respect to the children, such as by always asking their permission before changing them.
- The childminder links activities closely with children's interests and needs. For example, children explore an arctic environment, looking at which animals live on the snow and in the sea. Younger children enjoy exploring the wonderful range of sensory items. Older children seek out pictures of the animals to compare their size, length and width. The childminder builds on what children

already know and can do. She offers children opportunities to extend their knowledge of the animals and the environment through exploration, books and arts and crafts.

- The childminder provides interesting and stimulating activities that are age appropriate for the children in her care. For example, children are adding glitter to dough. As they roll it, children describe it as 'crunchie and prickly'. They make Christmas trees of all shapes and sizes. However, the childminder does not always provide opportunities for children to develop their ideas and creativity further.
- The childminder helps to support children's understanding of the importance of living a healthy lifestyle. Children are encouraged to make independent healthy choices, including for their snacks and lunch. Parents are encouraged to send a healthy balanced lunch for their children. They play with resources that introduce them to good dental health, such as dressing up, giant teeth and toothbrushes. Children have recently built on their learning by visiting a dental surgery.
- The childminder understands the importance of regularly updating her skills and knowledge to ensure that children reach their full potential. She supports and mentors the assistants, alongside her co childminder. The childminder quickly identifies and implements any training needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibilities to keep children safe. She is aware of the signs and symptoms that may indicate a child is at risk of harm, including broader safeguarding concerns such as the 'Prevent' duty. The childminder regularly updates her safeguarding training to keep up to date. She knows who to contact should she have any concerns. The childminder holds a paediatric first-aid certificate, so that she is able to care for children in the event of an accident or incident.

What does the setting need to do to improve?

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

- extend children's learning so that they are able to develop their own ideas, which will develop their creativity further.

Setting details

Unique reference number	2522178
Local authority	Kingston Upon Hull City Council
Inspection number	10208120
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	09 to 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and operates from her co-childminder's home in Hull. She opens during term time from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two-, three- and four-year-old children. The childminder works with assistants.

Information about this inspection

Inspector
Joanne Clark

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- The inspector observed a planned activity led by the childminder.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers at appropriate times during the inspection.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of staff's suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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