

Childminder report

Inspection date:

2 December 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of the nurturing childminder. The childminder puts children at ease and is responsive to their needs. For example, when children become tired, she offers them cuddles and takes time to comfort them. Children respond well to her warm approach. Children demonstrate that they feel safe and secure at the childminder's home. This has a direct impact on their emotional health as they form secure attachments with the childminder.

The childminder is ambitious for the children in her care and does her utmost to ensure that they are all well prepared for the next step in their education and later life. She teaches children the tools they need to manage their feelings and regulate their behaviour. Children clearly feel secure and safe at the setting. She has an excellent understanding of how children learn and develop, which ensures that children's learning is sequenced to their age and stage of development. Any gaps in children's learning are quickly identified. This enables the childminder to provide opportunities for learning that ensure children build on what they know and can do to make even better progress. For example, babies develop their curiosity and concentration as they use their senses to explore real-life objects. They compare the textures of soft powder and rough brushes. Older children can practise their early writing skills as they expose the colours under sensory trays. Children are making wonderful progress in their learning and development.

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

- Children have frequent opportunities, throughout each day, to hear stories, songs and rhymes. The childminder makes these exciting and engages children with her enthusiasm. The childminder understands the importance of repetition in embedding children's learning. As a result, children are rapidly becoming highly confident communicators. The childminder is passionate that all children should have equal access to the curriculum and adapts her provision to make sure this happens in practice.
- Children concentrate well. They participate and engage fully in the activities on offer. For example, children investigate the contents of a treasure bag. They select and explore items independently; this is then role modelled by the childminder to ensure that children experience the intended learning.
- Children behave well. The childminder teaches them to listen, communicate positively and understand the difference between right and wrong. She teaches children how to keep themselves safe. For instance, children learn about stranger danger and online safety through activities and stories.
- The childminder seamlessly weaves mathematical learning through children's play. She consistently uses mathematical vocabulary to ensure that all children can understand positional language, name colours and recognise shapes. The

childminder helps children to recognise numbers as they match these to posters on the wall. Children learn mathematical language and concepts.

- Children learn how to manage their own self-care and hygiene from a young age. This includes learning how to brush their teeth properly and how to make healthy food choices. Children wash their hands to a song; this helps them develop an understanding of the time they should be spending on hygiene routines. Children learn to chop the fruit with the childminder, ready for snack time.
- Partnerships with parents are exceptional. Information sharing is a high priority. Information is shared initially about what to expect from the childminder and how she will support their children to grow and develop. Guidance on how to keep children safe is regularly shared with parents, such as battery safety, magnet safety and safe sleeping. Parents comment on how their children have become more confident and social in the care of the childminder.
- The childminder shares comprehensive learning and development assessments with parents. Development progress and ideas for learning at home are shared and discussed. This ensures the continuity of learning between the childminder and home so that children consistently make good progress.
- The childminder is diligent regarding continuous improvement of her skills and knowledge. This helps to ensure that children remain captivated, excited and motivated to learn. She reflects on her practice and identifies what she does well and the areas she can develop to enhance children's experiences in her care. She actively seeks out new learning opportunities that will support and develop her already excellent teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first

Setting details

Unique reference number	2675602
Local authority	Kingston Upon Hull City Council
Inspection number	10363632
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She operates all year round, from 6am to 11.59pm, Monday to Friday, except for bank holidays and family holidays. The childminder is happy to provide evening and weekend childcare on discussion. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- A meeting was held with the childminder. This included a review of relevant documentation, including 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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