

Childminder report

Inspection date: 28 August 2025

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this setting. They arrive with smiles and quickly join in with the activities on offer. They interact positively with both peers and adults while exploring a wide range of toys and resources that match their interests. The childminder offers gentle encouragement so that children feel safe, secure and confident in their play.

Children explore the garden area with excitement. The childminder supports them to take turns on the trampolines and provides opportunities to count, mark make and develop early writing skills. The childminder supports children to plant vegetables and teaches them how to take care of them. The children are supported to ride bikes, climb and balance, building their physical skills and confidence in movement.

The childminder helps children learn about the community around them. She takes them on regular visits to parks and farms, where they experience the natural world and meet new people. The childminder takes the children to weekly playgroup sessions, where the childminder prioritises social interaction and supports children to develop friendships.

Children build strong communication skills through everyday routines. They share their ideas in play, ask questions and enjoy conversations with adults and peers. Children grow in confidence as they make choices in their learning and celebrate their achievements together.

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

- The childminder plans the curriculum based on the children's individual needs, abilities and interests. She enhances children's learning experiences by arranging visits to local community groups, which help to broaden children's understanding of the world around them.
- The childminder knows children's unique needs well. She plans activities such as matching dinosaurs with corresponding numbers, to capture children's imaginations and engage them in play. This encourages children to take part and improves their early mathematical skills and knowledge.
- The childminder works closely with parents to keep them informed about their child's progress. She shares regular feedback and receives updates from home, ensuring consistent care. This helps parents support their child's learning at home, which strengthens children's skills and supports their ongoing development.
- The childminder shows strong leadership and management skills. She regularly reflects on her practice and carefully evaluates what is working well and what

could be improved. The environment and routines are adapted to meet the needs of the children, helping them to feel secure and make good progress.

- The childminder works closely with other professionals to share information and plan targeted support. For example, she works with health visitors and teachers from schools. This helps to support smooth transitions for children when they move on to the next stage of their learning.
- In general, children build their independence skills well. For example, they help themselves to resources and find their individual hand towels after handwashing. However, at times the childminder completes small tasks for children rather than encouraging them to try to do them for themselves. This does not fully support children to practise their self-care skills and help build their confidence and independence further.
- The childminder is proactive in supporting children with special educational needs and/or disabilities. She identifies gaps in learning that children may have and arranges meetings with other professionals to ensure that transitions to new settings are well supported. All children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide more consistent opportunities for children to develop their independence and self-help skills, so that they gain confidence in managing simple tasks for themselves.

Setting details

Unique reference number	2768565
Local authority	Kingston Upon Hull City Council
Inspection number	10413840
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 7
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 2024 and lives in the Orchard Park area of Hull. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Briani Morris

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed interactions between the childminder and children to evaluate the quality of teaching and care.
- The inspector spoke to children and observed their play and learning experiences.
- The inspector and the childminder carried out a learning walk together to discuss how the curriculum is planned and delivered.

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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