

Childminder report

Inspection date: 2 March 2020

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are eager to learn and show a keen interest in books and stories. They display very good attention and listening skills. Children demonstrate confidence as they talk and link to what they have learned from the story. They recall character names and what happens next in stories. Children enthusiastically join in with repeated catch phrases and anticipate key events. Younger children enjoy cuddling up to the childminder and show interest in the pictures and turning the pages of the book. The childminder uses books to develop children's literacy skills well.

Children eagerly cut vegetables with knives and place them into pots. The childminder uses this opportunity effectively to support children to count. She explains how vegetables such as sprouts float and bob up and down in the pot, as children fill the pots with water. This promotes children's physical development and understanding of the world in which they live.

Children are happy and settled in the childminder's home. They are relaxed and show confidence in the friendly, homely and nurturing environment. Children play cooperatively together and call to each other excitedly. The childminder supports children promptly when they need occasional support to understand the boundaries in place for their safety or to share toys.

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

- Children develop good communication skills. The childminder listens to what they say and models words so children can hear the correct pronunciation. For example, children eagerly repeat 't for turnip'. Children thoroughly enjoy singing familiar rhymes and join in with words and actions well.
- The childminder extends children's learning by asking them questions. However, sometimes she does not give children enough time to think and respond to her questions. This does not extend their ideas and thinking skills, to maximise their language and imagination.
- Children are keen to count toys and they balance blocks. However, the childminder does not make the most of opportunities for children to explore other early mathematical concepts, such as shape. As a result, their progress in this area of learning is not accelerated.
- Children are emotionally secure and develop strong affectionate bonds with the childminder. Babies settle in quickly, and they confidently explore their environment. Children develop firm friendships. They talk confidently about other children in the childminder's care, as they look at photographs.
- Children learn about good hygiene practices from the clear and consistent routines. They show their very good understanding as they wash their hands and sing a song twice over confidently.

- Children are well prepared for their next stage of learning, such as school. They learn to become increasingly independent and are very proud of their achievements, for example when they try to do up their coat zips. Children develop a good understanding of safety practices that help them to consider and manage some risks. For example, as children use safety knives, the childminder reminds children to keep their fingers out of the way. Children learn to use tools with good control.
- Children behave well and learn to be polite and to say 'please' and 'thank you'. This helps children develop respect for other people. Children also enjoy the range of activities that take place away from the childminder's home, such as in soft-play centres, local halls and groups. This helps children gain a positive awareness of the wider community.
- Partnerships with parents are good. The childminder work well with parents to support children's learning. They share information about children's interests and achievements effectively. The childminder understands the importance of liaising with other settings that children also attend. This supports continuity in children's care and learning.
- The qualified childminder has a clear plan in place to continue to develop her skills. She accesses a range of online and face-to-face training, such as how to deal with child disclosures. This enables her to gain an even better understanding of safeguarding the children in her care.
- The childminder regularly reflects on her provision and practice. Parents comment on how well their children develop and make good progress in her care. They value the regular outings their children go on and how the childminder keeps them informed about their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to safeguard children seriously. She has a secure awareness of child protection issues and is clear on the steps to take if she has concerns about children in her care. The childminder keeps her knowledge of safeguarding up to date by undertaking a range of training, such as protecting children who may be exposed to extremist views. She is fully aware of how to report any concerns regarding children's welfare. The childminder has good systems in place to ensure the environment is safe and secure.

What does the setting need to do to improve?

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

- give children even more time to respond to and answer questions
- make full use of opportunities to challenge and extend children's mathematical skills and language to the highest possible level.

Setting details

Unique reference number	503160
Local authority	Kingston Upon Hull City Council
Inspection number	10063902
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder registered in 2001. She operates all year round, Monday to Friday from 7am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The childminder explained how her provision is organised to support children's care and learning.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and the inspector conducted a joint observation of an activity and discussed the emerging strengths and areas for development.
- The inspector viewed and discussed documentation, including public liability insurance and the suitability checks of all adults living and working on the premises. The inspector held various discussions with the childminder on subjects such as her professional development.
- Parents left letters for the inspector and she took account of their views. The childminder discussed how she evaluates her practice.

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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