

Childminder report

Inspection date: 31 January 2024

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 establish warm and secure relationships with this caring and experienced childminder. Those who are new to the childminder's care are given reassurance and cuddles, as they begin to build their confidence and explore the environment. Children can easily access the resources they enjoy playing with. They move confidently around the warm and welcoming home-from-home environment. Children invite the childminder to join in their play and enjoy her engaging interactions.

The childminder focuses her curriculum on promoting children's personal and social development. She wants children to be confident and independent learners. The childminder uses children's interests to support their learning. For example, she recognises that when children enjoy completing jigsaw puzzles, she uses these to develop children's number and colour recognition. Children confidently show what they have learned, and the childminder praises their achievements.

Children display excellent behaviour. The childminder reminds them about using their manners. Children learn to tidy up after their play and know what is expected by the childminder. The childminder offers lots of praise for children's accomplishments, and this helps them to build their confidence as they move around the setting, exploring and participating in the range of activities that are provided.

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

- The childminder promotes children's language development through an appropriate balance of questioning and listening. She uses story books to encourage children to repeat simple words and identify objects in the book. She asks questions and offers descriptions to support children with more developed language, to engage them in the story. Children mirror the childminder's actions as they sit alone to read, to describe what they can see and to ask the childminder questions.
- The childminder encourages children to problem solve. She explains why something might not work and what they can do to resolve this. For example, she explains that the toy car needs to make a connection with a track to move. She shows the child how to enable this before he confidently resolves the issue and receives praise for following instructions.
- The childminder knows the children well. She ensures that their interests are taken into account when planning the curriculum. Even when children have been in her care for a short period of time, she works hard to get to know them and to engage them in activities that will promote their development. She uses her observations and evaluations to ensure that activities provide appropriate

challenge.

- The children reflect the childminder's respectful interactions in their play. They are kind to their friends and share. They hug as they arrive and excitedly invite their friends to play. They celebrate their friends' accomplishments.
- Children demonstrate they know about healthy food choices. The childminder encourages discussion as the children talk about their packed lunches. They know a biscuit might not be healthy. Children know they wash their hands before eating to get rid of the germs and to be clean.
- The childminder promotes children's independence skills well. Children take themselves to the toilet, knowing they wash their hands afterwards. The childminder enables children to learn how to put on their own coats and shoes. She teaches them about the routine of a school or nursery day, so they are prepared for the transition to school.
- The childminder works alongside parents to promote children's learning. Verbal and written feedback from parents show they are satisfied with the care provided by the childminder. The childminder ensures that they are kept up to date about their children's progress. The childminder supports children to attend other settings. However, she does not share information about children's development fully.
- The childminder evaluates her service by seeking feedback from parents and considers her strengths and weaknesses. However, other than meeting mandatory training requirements, she has not yet evaluated training and development opportunities, which will support her to raise her provision to a higher level.

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:

- identify wider training opportunities to further develop skills and knowledge and raise the quality of teaching to highest level
- strengthen relationships with other settings that children attend to facilitate information-sharing about children's development.

Setting details

Unique reference number	EY256543
Local authority	Kingston Upon Hull City Council
Inspection number	10312269
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	7
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 2003 and lives in Hull. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the childminder 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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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