

Childminder report

Inspection date: 5 March 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder warmly welcomes children into her nurturing and encouraging care. Children benefit hugely from the childminder's child-centred curriculum. The childminder has an expert understanding of how children learn and continually builds on what children know and can do. Children master key skills they need for their future development and are exceptionally well prepared for school. For instance, from an early age, children develop their hand-eye coordination and independence extremely well.

Children demonstrate high levels of focus and perseverance, such as they pour, mix and roll biscuit dough to achieve an intended outcome. The childminder promotes children's curiosity and sense of wonder through carefully considering the type of resources, equipment and learning she creates, indoors and outside. This helps children to make excellent progress in their learning and development.

The childminder has consistently high expectations for children in all aspects of their learning and behaviour. She is an exceptional role model for children, demonstrating patience and offering praise and encouragement to support children's emotional well-being. Children effortlessly use wonderful manners and show a deep respect towards the childminder as they share their snack and drink together. Children look after the toys and carefully pack them away when they want to explore something new. This helps children to feel safe and secure.

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

- Children enthusiastically join in with the wide range of activities on offer. They are inquisitive and ask lots of questions. Children become immersed in their learning as the childminder knows what captures their curiosity. She plays alongside children, encouraging their imaginative play and provides some exemplary teaching moments, including mathematics and understanding the world around them.
- The childminder regularly checks the impact of her teaching, encouraging children to recall what they have learned. Children undertake targeted learning programmes to ensure that any gaps in learning are swiftly reduced. For example, children count out dinosaurs using tweezers to develop their pincer grip for early writing. They count out 'one more' and 'one less' while creating repetitive patterns. This helps to secure their understanding of number and counting.
- The childminder provides a highly effective language-rich learning environment. She models language for children to learn from and skilfully teaches children of all ages how to use new words in context. Children are exceptionally confident communicators. For example, they use their imaginations to hold in-depth

conversations with the childminder about the daily activities of their role-play people. Children develop excellent language skills.

- Children are engrossed in the childminder's storytelling. They listen carefully and point out characters on the page. They burst into song, singing 'The Wheels on the Bus', when they spot a bus in the story. The childminder asks open-ended questions to clarify what children have learned and understood. This helps children to develop a love of stories and storytelling.
- The childminder ensures that children have many experiences outside of her home. For example, they visit the cows as they are milked, then buy the milk fresh from the shop. Children visit museums and local art galleries. This supports children's interest in the world around them.
- Parents comment that the childminder is like family to them. They are involved in any decision making on their children's next steps in learning. This helps to provide a consistent learning experience for children at home and at the childminder's setting.
- Children learn to be independent from an early age. They confidently wash their hands before eating and after personal care routines. Children choose their own play resources and help to tidy away their toys. They make healthy choices about what they eat and drink.
- The childminder fully understands her responsibilities in relation to keeping children safe. She supervises children vigilantly. The childminder is alert to the signs that may indicate a child is at risk of harm and knows the procedures to follow to report any concerns.
- The childminder is reflective on her practice and seeks out additional training when needed to strengthen her knowledge and skills. She works well with other local agencies to ensure that her practice meets the individual needs of each child in her care.

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	EY265782
Local authority	Kingston Upon Hull City Council
Inspection number	10317040
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in Hull. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including 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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