

Childminder report

Inspection date: 17 April 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

The childminder provides an inclusive and welcoming environment for children to play and learn in. She warmly welcomes them into her setting each day and builds strong bonds and close relationships with children and their families. Children show high levels of emotional well-being as they explore their surroundings and make choices about what they want to do.

Children thrive in this positive environment and demonstrate a positive attitude to their learning. The childminder implements a motivating and challenging curriculum that helps keep children engaged in their learning. She provides rich, playful experiences that capture children's interests. For example, during outdoor play, the childminder supports children to learn about the weather. They enjoy watching the flags in the neighbouring garden move by the power of the wind. Children thrive in the care of the attentive childminder.

Children behave very well. The childminder is a calm and positive role model who has high expectations of the children in her care. Children respect the rules and respond positively to requests and instructions, such as tidy-up time. They demonstrate their delight in the positive reinforcement and praise they receive from the childminder. This helps to raise children's self-esteem and sense of well-being.

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

- The childminder monitors children's development well and has a good understanding of their learning needs. She plans and links activities to children's interests and next steps. The childminder adapts her teaching to meet children's individual needs. For example, during a painting activity, younger children are supported to recognise colours and make marks. Older children are challenged to make new colours by mixing blue and green together. This helps to support and extend children's learning.
- Overall, children are provided with opportunities during daily routines to be independent. For example, they choose what they want to play with and help to tidy away toys before moving onto the next activity. However, on occasion, the childminder completes tasks for children without allowing them to try things for themselves. This includes peeling their fruit and putting on and taking off their shoes and coats for them. This does not fully prepare children for their eventual move to school.
- The childminder demonstrates a genuine enthusiasm for her work and places children at the heart of everything she does. She has a positive attitude towards her continuing professional development and completes a range of training to improve her knowledge. For example, she has recently completed training to strengthen her knowledge in bullying and food hygiene. The childminder is

proactive in seeking advice and sharing practice and has a good relationship with her local authority and other local childminders.

- The childminder supports children well to develop their communication and language skills. Children are listened to and given time to reply as they engage in high-quality conversations with the childminder. She repeats what children say so that they hear these words spoken correctly. The childminder regularly reads stories to the children and engages them in lots of conversation about what they see.
- The childminder skilfully introduces mathematical concepts and language into her interactions with the children. For example, she introduces the mathematical words 'heavy' and 'bigger' as children compare the size of a toy train to a real one. Children are provided with regular opportunities to count within activities and demonstrate how they can count confidently to 10. This supports children's early mathematical skills well.
- Children learn about the importance of living a healthy lifestyle. The childminder works with parents to ensure that packed lunches are healthy and nutritious. She shares information with parents about the importance of good oral health and invites children to brush their teeth at her setting. The childminder takes children on walks to the local park to build their large muscle strength and physical skills. This contributes to children's good health.
- Overall, partnership with parents is strong. Parents describe the childminder as a 'warm, caring individual whose smiles and laughter are infectious for children and their families'. The childminder gathers detailed information from parents when the children first start. She holds daily conversations with parents about what they have done and shares any achievements or concerns. However, the childminder does not yet make full use of the parent partnership to fully support children's continued learning at home.

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:

- encourage children to manage more tasks themselves and enhance their independence to even higher levels
- enhance ways to work in partnership with parents to promote children's continued learning at home.

Setting details

Unique reference number	EY288386
Local authority	Kingston Upon Hull City Council
Inspection number	10335513
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	4
Number of children on roll	7
Date of previous inspection	19 June 2018

Information about this early years setting

The childminder registered in 2004 and lives in Hull. She works Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector
Jenny Cowton

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 childminder and has taken that into account in their evaluation of her setting.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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