

Childminder report

Inspection date: 29 November 2021

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 and her assistants offer children a warm welcome in her purpose-built environment. Children settle quickly, and they feel safe, secure and happy. They form strong attachments with the childminder, who knows children well. Children's behaviour is very good. They understand what is expected of them. The childminder models good manners to the children. Children spontaneously say 'please' and 'thank you', and they share their toys with their friends.

The childminder plans activities that follow children's interests. For example, children explore a pretend Arctic environment. They look at which animals live on the snow and in the sea. Children seek out pictures of the animals to compare their size, length and width. They explore ice balls and feel the ice melting in their hands. The childminder builds on what children already know and can do. She offers children opportunities to extend their knowledge of the animals and the environment through exploration, books and arts and crafts.

Children enjoy the outdoor area. They have opportunities to grow fruit and vegetables. Children proudly show off the pumpkins they have grown. They explain they are going to use the seeds from these to grow more pumpkins.

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

- Partnership with parents is good. The childminder keeps parents informed about their child's development via an online application. As parents do not currently enter the setting, due to the COVID-19 pandemic, the childminder completes daily diaries to ensure that parents continue to receive daily updates about their child.
- The childminder plans a curriculum that is sequenced to give babies and children the skills and knowledge that they will need as they grow and develop. For example, she encourages children to develop their independence. Children feed themselves, butter their crackers and cut up their fruit. They put on their shoes and coats and are confident to ask for help when needed.
- Children have the opportunity to explore books. For example, they join in storytelling sessions with enthusiasm. They call out the animal sounds and recall which animals have now left the story. Children look at books independently and explain what happens to the characters. They happily take part in song times, using musical instruments which they shake and bang.
- The childminder provides activities that are age appropriate for the children in her care. She makes sure that resources are easily accessible to children, including babies. For example, babies can reach into treasure baskets and select items of interest. The childminder organises resources in a large unit with baskets labelled with pictures and words of the contents on the front. This helps

older children to freely choose what they would like to play with.

- Children are active and develop their physical skills. For example, they learn to ride balance bikes. Children use chalk to draw a road on the path and then ride tricycles on their road. They stop when the role-play traffic light turns red, and then shout 'go' when it turns to green. Children learn how to keep themselves safe. However, during some adult-led activities, the childminder does not consistently plan opportunities for children to build on their curiosity and creativity further.
- Children learn to make healthy choices. They grow strawberries to eat and have healthy snacks. The childminder encourages parents to send a healthy balanced lunch for their children. She takes children to visit a dental surgery to help them to learn about looking after their teeth. Children play with a range of resources to extend their learning about good dental hygiene. For example, they play with dental instruments, large pretend teeth that they can practise brushing, and use a mould to make teeth with dough.
- The childminder manages her assistants well. Her assistants say that they feel valued and supported in their role by the childminder and her co-childminder. The childminder implements effective supervision sessions and coaching for her assistants, who are given the skills and knowledge to carry out their roles and responsibilities. The childminder works with training providers to ensure that her apprentices reach their full potential. She quickly identifies and puts in place any training requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. The childminder and her assistants are aware of the signs and symptoms that may indicate that a child is at risk of harm, including broader aspects of safeguarding, such as the 'Prevent' duty. The childminder regularly updates her safeguarding training to keep up to date and knows who to contact should she have any concerns. The childminder and her assistants hold paediatric first-aid certificates so that they are able to care for children in the event of an accident or incident.

What does the setting need to do to improve?

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

- plan more opportunities for children to investigate and explore during adult-led activities, to enhance their curiosity and creativity further.

Setting details

Unique reference number	EY313887
Local authority	Kingston Upon Hull City Council
Inspection number	10213036
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	09 to 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	20 February 2018

Information about this early years setting

The childminder registered in 2005 and lives in Hull. She works alongside another registered childminder and employs three assistants. The childminder operates all year round from 7am to 5pm, Monday to Friday. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne 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 setting.
- The childminder and the inspector had a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- The inspector observed a planned activity led by the childminder.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers at appropriate times during the inspection.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of staff's suitability and 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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