

Childminder report

Inspection date: 4 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

Children thrive in the care of the dedicated childminder and her co-childminder. The childminder creates extremely strong bonds with children. She knows, and is sensitive, to each child's individual emotional needs and well-being. Children are settled and extremely confident. They show kindness to their friends as they share their toys and remind each other about taking turns. The childminder is an excellent role model and has high expectations for all children. Children understand what is expected of them and behave exceptionally well. This helps children to feel safe and secure.

The childminder provides an inviting and stimulating learning environment, which supports children to become fully engaged in meaningful play throughout the day. She skilfully adapts her interactions to build on and support children's individual needs. The childminder carefully plans a well-sequenced curriculum that enthuses and delights children. Children show consistently high levels of curiosity and concentration in their play, so they achieve their best. For example, when planting sunflower seeds, children understand that they use biodegradable pots to protect the environment. Children watch the decomposition of their Halloween pumpkin, following the storybook 'Pumpkin Jack', and add soil to see if this will reseed itself to grow into a new pumpkin.

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

- The childminder appreciates the importance of taking children outside of her home. She offers children wonderful experiences, such as visiting the library or going to the local community garden. Children revisit these activities by looking at photos which the childminder projects onto the wall. They recall a recent trip to mini-rugby training and digging at the allotments. The childminder ensures that children receive a rich set of experiences that encourage them to think about other cultures and communities beyond their own.
- The childminder supports children's communication and language exceptionally well. She listens carefully to what younger children say and repeats single words clearly for children to hear. Children enthusiastically join in when selecting their favourite songs and rhymes to sing. Children make excellent progress in their speech and language by the time they start school.
- Children have a wonderful appreciation of books. They use these to seek out and clarify information or snuggle with the childminder to listen to a story. The childminder points out words and seeks clarification that children understand the meaning. Children anticipate the ending of stories and are confident to ask questions. This supports children's growing understanding of vocabulary.
- The childminder seamlessly threads mathematical learning into all children's learning. Children recognise number and discuss length as they use a tape

measure to measure a desk. They wear the watches the childminder provides and point out the numbers on the dial. Children confidently use mathematical language and number in their play.

- The childminder has an excellent relationship with parents. She uses a range of methods to communicate with parents, who value the electronic and face-to-face communication. The childminder talks to parents about how they can support their children's learning at home. She gives advice and support to help parents to manage their children's developmental milestones at home, such as potty training. Parents speak very highly of the quality of communication they receive. They value the childminder's advice and know they can talk to her about anything.
- The childminder teaches about children the importance of healthy choices. She provides children with a variety of healthy home-cooked meals, which are prepared fresh on the premises. Children learn how to grow fruit and vegetables at the community garden. The childminder encourages children to drink plenty of water to keep hydrated.
- Children learn about good oral health. They are encouraged to brush their teeth after mealtimes. In addition, children access resources to practise their skills and learn about the structure of teeth through tactile posters. This supports good health practices.
- The childminder is very proactive in seeking focused professional development opportunities. She continuously reflects on her practice and seeks information and advice to help strengthen her expertise even further. The childminder successfully applies her new knowledge to make continuous improvements in the delivery of her curriculum.

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	EY335084
Local authority	Kingston Upon Hull City Council
Inspection number	10317097
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	30 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Hull. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and receives funding to provide early education for two-, three- and four-year-old children. She works with her husband, who is a co-childminder.

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 provision 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 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024