

Childminder report

Inspection date: 30 September 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

From the beginning, the childminder works in partnership with parents to build positive relationships with them and their children. For example, she gathers information about children, such as their likes, dislikes and routines. This helps the childminder to ensure that children are engaged in activities that interest them. The childminder and her assistant put children at ease and are responsive to their needs. Children respond well to the childminder's warm approach and quickly settle into their routines of the day. They show they feel safe and secure at the childminder's home. This has a direct impact on children's emotional health, as they form secure attachments with the childminder and her assistant.

Children have positive attitudes to their learning and behave well during their time at the childminder's home. For example, at tidy-up time, children are eager to help, knowing where the resources are stored. The childminder's curriculum ensures that children have the skills and knowledge that they will need for their next stage in education. Children can choose resources independently or take part in activities planned by the childminder with a learning intention. Parents comment they like the outings that the childminder takes their children on. For example, they attend playgroups in the local community, which helps to give children a sense of belonging as they build on their social skills while meeting new people.

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

- The childminder builds on children's mathematical knowledge in a variety of ways. For example, she encourages children to learn to solve puzzles as they complete jigsaws and puzzles of increasing difficulty. They sort and sequence colours and shapes, correctly identifying each one. This helps children to make good progress in their mathematical learning.
- The childminder supports children's communication and language skills well. For instance, she use repetition and repeats words back to children in the correct vocabulary. This enables children to hear and repeat the correct sounds. For example, as children complete peg boards, they talk about the animals and where they live. However, the childminder does not give children enough opportunities to listen and take part in storytelling. This means that opportunities to extend their growing vocabulary even further are missed.
- Children enthusiastically join in with the 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.
- The childminder uses her skills and knowledge to assess children's learning and development on a regular basis. This identifies any areas of learning that children may need additional interventions to further support their learning. Children make good progress in their learning and development.

- Children develop their physical skills well. For example, children use their hand-eye coordination to connect pieces of train track and move them around until they achieve the shape they want. They use magnetic connections to connect the trains. The childminder provides children with a wide variety of resources outdoors to help to develop their gross motor skills.
- The childminder is aware of children's allergies and dietary requirements when serving food and ensures that these are adhered to. She shares healthy food ideas for children's packed lunches with parents to promote healthy eating practices.
- Parents report that they find the childminder and her assistant to be approachable and like family. They feel informed about what their children are doing, including any trips they make. The childminder discusses children's progress on a regular basis and shares ideas for children's learning. This helps to provide a consistent approach to children's learning.
- Routines in the childminder's home are embedded. This helps to support children to undertake personal care tasks independently. For example, children learn to wash their hands before mealtimes. The childminder works closely with parents to support children when they are developmentally ready to build on their self-care skills, such as toilet training.
- The childminder links with local childminders for support and advice. She reflects on the curriculum she provides for children and keeps her knowledge and training up to date. The childminder seeks the support of the local authority's early years team as necessary.

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:

- support children to further develop their growing vocabulary and a love of stories, such as by providing more opportunities for children to listen attentively and respond with comprehension to familiar stories.

Setting details

Unique reference number	EY351320
Local authority	Kingston Upon Hull City Council
Inspection number	10355408
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	0 to 5
Total number of places	12
Number of children on roll	6
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2007 and lives in Bransholme, Hull. She works with an assistant. The childminder holds a childcare qualification at level 3. She operates all year round, from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 what they enjoy doing while with the childminder.
- 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.

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