

Childminder report

Inspection date: 30 November 2023

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 warmly welcomes children into her home. They happily enter and know to take off their shoes and coats, with assistance where needed. The childminder knows the children well and is able to interpret their needs and wants. This contributes to their feelings of emotional security.

The childminder places a large focus on books and stories in her curriculum. She uses exciting and creative storytelling to engage children and develop their communication and language skills. She uses the stories as a starting point, before extending children's learning in other related activities. Children point to the pictures and the childminder introduces new words to extend their vocabulary.

The childminder ensures that her curriculum follows children's interests to ensure that they are engaged and motivated to learn. Through regular observations, she identifies the next steps in children's learning. Through careful monitoring, she is able to ensure that all children can progress in their learning and reach their full potential.

Children explore the environment with confidence. They are able to move easily around the setting and independently choose from a wide range of resources. Children display positive behaviour as a result of good modelling and respectful exchanges with the childminder. Children use good manners as they go about their play.

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

- The childminder ensures that she is aware of children's starting points and builds a curriculum which is adapted to meet children's individual learning needs. For example, she recognises when children need to work on sharing and turn-taking and plans her curriculum accordingly.
- The childminder promotes children's communication skills well. She knows where children are at in their language development. She ensures that children have opportunities to repeat and pronounce words correctly. She uses instructions and guidance as she talks to children about what will happen next in the day. This ongoing narrative helps children to hear new words and extend their vocabulary.
- Children have opportunities to develop their gross and fine motor skills. They practise dribbling the snowballs on the floor and enhancing their kicking skills. They access outdoor areas where they can run and race. Children use the dough to practise squishing and squashing the dough flat like a melting snowman. These activities enable children to build their muscles in preparation for early writing.
- Children learn about expected behaviours in the setting. The childminder

explains clearly to the children, appropriate to their understanding. She ensures that they know about being kind to their friends and the boundaries within the home.

- Children learn about good hygiene and care practices. They use a hand mirror to look at their faces and wipe them clean. They routinely wash hands and use hand gel to keep the germs away.
- Children learn about healthy choices as they talk about their packed lunches. However, this understanding could be promoted further by sharing healthy food options with parents, for them to contribute to this learning further at home.
- The childminder encourages children to manage risks in the setting well. She supports them to use the stairs safely and to sit carefully on the chairs, so they do not fall.
- Children learn about differences and valuing each other's uniqueness. They talk about how they are all different, as they discuss hair colour and texture. Children learn about others through the celebration of festivals and during walks in the local community.
- Parents appreciate the updates given regarding the progress and development of their children. They feel that the childminder ensures that children's routines are followed and that she provides a varied range of activities and resources.
- The childminder takes on board feedback received from parents to contribute to the evaluation of her setting. She considers areas which she would like to develop further. For example, she considers ways to support parents to celebrate their children's accomplishments. She identifies training which would benefit her work with the children.
- The childminder ensures that any other adults working with the children are competent in their role. She ensures their suitability and identifies any additional training needs to support their role in working with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that an appropriate risk assessment of the premises is conducted ready for children's care. She demonstrates a good understanding of safeguarding issues. She is aware of the action to take in the event of any concerns or allegations. She understands about other safeguarding topics, such as county lines and the dangers posed by the internet. She talks to children about staying safe online, although she has yet to share this knowledge with parents.

What does the setting need to do to improve?

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

- enhance information-sharing with parents to contribute to children's learning at home, in particular about healthy food choices and the risks posed by the

internet.

Setting details

Unique reference number	EY381946
Local authority	Kingston Upon Hull City Council
Inspection number	10304846
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 7
Total number of places	12
Number of children on roll	11
Date of previous inspection	2 February 2018

Information about this early years setting

The childminder registered with Ofsted in 2008 and lives in Bilton, near Hull. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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