

Childminder report

Inspection date:

18 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are very settled in the childminder's setting. They show good levels of independence as they explore the available resources. The childminder ensures children spend plenty of time outdoors, which they really enjoy. They navigate stepping stones, kick balls and enthusiastically run as fast as they can up and down the garden. Children's physical development is well supported throughout the day.

Overall, the childminder's curriculum is ambitious and well sequenced. She finds out about children's different needs and interests as part of her induction arrangements. The childminder uses her observations to identify what children have mastered and to plan their next steps in learning. She wants the best outcomes for children and has high aspirations for all. Children make good progress over time and develop skills and knowledge that support their future learning.

Children's health needs are promoted through the daily routines and by sharing information with parents. The childminder teaches children the importance of washing their hands at appropriate times. She explains this helps to get rid of germs, which can be harmful. The childminder supports parents by sharing recent guidance on healthy food choices for children's packed lunches. She promotes children's oral health in the setting and signposts parents to relevant websites that provide important information about toothbrushing.

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

- Children develop close bonds with the childminder. They go to her for a cuddle or some reassurance when needed, and she is responsive to their needs. Her nurturing approach helps children feel happy and confident in her care. Children behave well and are learning to take turns and share popular resources. The childminder manages any minor disagreements in an age-appropriate way, for example when children want the same toy.
- The childminder demonstrates much respect and sensitivity when supporting children's individual care needs. She identifies if children are tired or hungry and is quick to respond. When she is changing nappies, she politely asks other children to move to another part of the room where she can still see them. This means children have privacy as their personal care needs are being managed.
- At times, the childminder does not maximise opportunities for children to develop their social skills. For example, at lunchtime, children sit together at the table to eat their meals. However, the childminder has the television turned on at these times, which proves to be a distraction for children. The childminder does not encourage children to interact with each other, as they are focused on watching the television programme.
- Children listen to stories and sing songs during the day. The childminder gets

children fully involved in storytelling, for example by introducing props to represent the different characters. She encourages children to act out the story with the props as she reads to them. When children spontaneously start singing a favourite song, the childminder joins in with them. She reminds children of the actions that go with the song. Children's early language and literacy skills are well supported.

- Parents value the strong partnerships they have with the childminder. They know their children are well cared for, which provides much reassurance for them. Parents say they can see the impact of the childminder's teaching, for example in children's developing communication and language skills. They appreciate the support she provides for them in helping children achieve developmental milestones.
- The childminder keeps up to date with children's learning at home. For example, when children return to her setting after a break, she asks parents for updates on their development. This information generally helps her to adapt the routines and curriculum plans to meet children's individual needs. Occasionally, the planned resources and activities do not capture children's interests and they become disengaged in their learning.
- The childminder demonstrates commitment to her own professional development. She undertakes training to further develop her skills and knowledge. For example, she has recently completed training that has helped her gain a deeper understanding of how to promote children's emotional well-being.

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 further in their social development, to help them develop the skills to form positive relationships with others
- ensure the resources and activities that are planned for children consistently motivate them and promote their love of learning.

Setting details

Unique reference number	EY385244
Local authority	Kingston Upon Hull City Council
Inspection number	10399522
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2009 and lives in Hull. She operates from 7.30am to 5pm, Monday to Friday, term-time only. The childminder has a recognised childcare qualification at level 3. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- 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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