

Childminder report

Inspection date: 13 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy as they explore a well-resourced and stimulating environment. The range of activities and experiences the childminder provides enables children to develop and progress in their learning. The high expectations she has for the children and the accurate assessments she completes ensure children's next steps are precisely identified.

The childminder and her assistant are committed to providing children with a nurturing and caring environment where they feel secure and flourish. A range of resources provides children with ample opportunities to learn about their uniqueness and differences, and about tolerance towards others. They place a strong emphasis on promoting children's emotional well-being and encourage them to express their feelings and talk about their worries. They know the children extremely well and anticipate their needs. For example, they instinctively recognise when children want to rest or need some reassurance.

The childminder places a strong emphasis on outdoor play. Children enjoy a range of activities which promote their overall development and follow their interests. They learn about nature as they watch the birds feeding in the garden and look for insects and frogs. They talk about life cycles and how things grow, as they plant their own fruit and vegetables. This gives children opportunities they may not ordinarily experience.

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

- The childminder and her assistant provide parents with the best possible support to ensure children's needs are met. They work exceptionally well to help parents access services that support the well-being of their children and are tenacious in their interactions with other professionals. This means the best outcomes are achieved for all children.
- The childminder provides many opportunities for children to extend their language and communication skills. She introduces new words relating to the current topics the children are following, encouraging the children to use them in everyday discussions. The children enthusiastically talk about their home lives and recall events, as the childminder enters into relaxed conversations with them.
- Children's overall development is promoted well, through well-thought-out activities. For example, during singing time, they join in counting before crawling around the room pretending to be tigers and monkeys. They sing along and roar or whisper, using their imagination to bring the animals to life.
- Children's mathematical development is promoted through a range of creative activities. For example, in the outdoor area, the children ride on numbered

bicycles looking for the numbers which match their bicycle. Children count the number of knives and forks needed at lunchtime and routinely use mathematical language as they engage with the childminder. For example, they explain they are hiding under the blanket or building their tower bigger.

- Children are well prepared for the transition to school. The childminder ensures they are physically ready by encouraging children to put on their own shoes and coats and follow the daily routine. They are emotionally prepared as they get used to the environment they will be going to and the teachers they will meet. This gives children reassurance and helps them to settle.
- Partnerships with parents are very positive. They are extremely satisfied with the level of information given, which highlights how children are progressing. They praise the opportunities for outdoor play and the efforts made by the childminder to help children to grow and achieve.
- The childminder uses feedback from parents to evaluate her provision. However, she has not yet taken steps to further enhance her professional development through more critical reflection.
- Children are very well behaved and display excellent manners. They play well alongside their peers and are thoughtful. Any conflicts are quickly and easily resolved. Ultimately, children manage their own behaviour well.
- Children's independence is promoted well. They access their own cutlery and relish being given responsibility for helping to clear the table. This promotes their self-esteem. They are supported to manage their self-care needs, such as blowing their noses and visiting the toilet, and they understand the importance of good hygiene.
- The childminder and her assistant work effectively as a team and hold regular discussions about the service they provide. However, the arrangements for the supervision of the assistant do not focus highly on their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete regular risk assessments of the environment and when on outings to ensure children remain safe in their care. They have a secure understanding of child protection and are aware of the action they must take should they have concerns about a child's welfare. The childminder and her assistant are familiar with the wider aspects of safeguarding, however, would benefit from a deeper understanding of the 'Prevent' duty.

What does the setting need to do to improve?

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

- ensure self-evaluation focuses sharply on the strengths and weaknesses of the

setting, in order to identify the priorities for continuous professional development

- build on knowledge of the 'Prevent' duty, to increase understanding to a higher level
- review arrangements for the supervision of the assistant, in order to more precisely target key areas for their professional development.

Setting details

Unique reference number	EY390382
Local authority	Kingston Upon Hull City Council
Inspection number	10117468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	31 October 2014

Information about this early years setting

The childminder was registered in 2009 and lives in Hull. She operates Monday to Friday, all year round from 6am to 6pm, except for bank holidays and family holidays. She is in receipt of funding to provide free early education for children aged two, three and four. She works with an assistant and both hold a level 3 qualification.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector held discussions with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including records of children's learning and progress, safeguarding and complaint policies, and suitability checks.
- The inspector took account of the views of parents who provided written and verbal feedback.

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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