

Childminder report

Inspection date: 14 May 2025

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

Children are very settled and happy in the childminder's setting. They greet visitors with smiles and are keen to show them the models they have been busy making. The childminder quickly responds to children's requests, for example, when they ask her to read their favourite stories. Children know their views are valued, which strongly supports their self-esteem and confidence.

The childminder plans a broad and ambitious curriculum. She has high aspirations, and works closely with parents to achieve the best outcomes for their children. The childminder knows the children well, which enables her to meet their education and care needs. Children make good progress from their starting points. They gain the skills and knowledge to support their future learning.

Children demonstrate much energy as they play together in the well-resourced garden. They practise their physical skills, such as bouncing balls and using chalks to draw. The childminder teaches children new skills, such as successfully navigating an obstacle course. She sensitively supports less-confident children, who are initially reluctant to attempt this challenge. Children show much pride and satisfaction when they complete the obstacle course by themselves. They develop resilience and a positive attitude, when they encounter new experiences.

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

- The childminder demonstrates much commitment to her professional development. Since her last inspection, she has upgraded her qualifications to degree level. This has had a positive impact on how she evaluates her practice. For example, the childminder has adapted how she plans for children's mathematical development. This has extended children's knowledge of number and mathematical language.
- The childminder has strong, trusting partnerships with parents. She works closely with them to enhance children's development between home and her setting. Parents comment on the positive impact of the childminder's teaching on their children. They value the information the childminder shares with them about their children's achievements.
- Children learn about natural materials as they play. For example, while exploring sand, they discover how the texture of the sand changes when it is wet. The childminder adds resources to the sand tray, such as toy vehicles. She encourages the children to use these props to promote their creativity and language skills. Children become very involved in their imaginative play.
- The childminder plans times during the day for children to follow their own interests, such as football and making models. She organises group activities to teach children specific knowledge and skills. Occasionally, the organisation and

content of these activities do not fully engage all children. Consequently, at times, the learning opportunities for some children are not fully maximised.

- Children learn to express and manage their feelings effectively. The childminder sensitively intervenes when children have a minor disagreement, for example, when they want the same toy. She encourages them to think of solutions together. She explains to children how their actions might make others feel, such as 'angry' or 'sad'. Children learn the skills that help them make friends and understand the views of others.
- Children become very independent in managing their care needs, with support from the childminder. They learn to use the toilet independently and wash their hands at appropriate times during the day. The childminder praises children's efforts and achievements, such as managing to put on their shoes for the first time.
- The childminder takes children on visits to local amenities, such as the park and a community farm, to develop their knowledge of their local area. She teaches children how different communities and cultures celebrate special events in their lives.
- Children learn about ways to promote and sustain their good health. The childminder teaches them about the different foods that are especially good for them. Children recall that many good foods 'grow on trees or in the ground'. The childminder ensures children have plenty of time outside to be physically active. She reminds children about the importance of drinking water to keep themselves hydrated.

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:

- review the organisation and content of group activities, to fully maximise the learning opportunities for all children.

Setting details

Unique reference number	EY411992
Local authority	Kingston Upon Hull City Council
Inspection number	10399232
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Hull. She operates all year round from 7.30am to 5pm, Monday to Thursday, term time only. The childminder holds an appropriate childcare qualification at level 6. She offers the government funded places for childcare.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including her curriculum and aspirations for children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to parents to gain their views on the childminder's provision.
- Children spoke with the inspector during the inspection.

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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