

Childminder report

Inspection date: 5 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming and homely environment where she provides a curriculum which focuses on children's individual learning needs. Children move freely around the rooms, selecting their own play materials. Children are comfortable in their surroundings and are confident and well motivated. Children are friendly and behave well. They learn to play with others and share their toys. The childminder and her assistant place a strong emphasis on promoting children's emotional well-being, and they 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 need some reassurance.

The childminder has high expectations for all children, who are keen to join in with learning activities and celebrate their achievements. For example, young children take great pride in identifying colours during group time. Children delight in naming shapes, including triangles and rectangles. The childminder supports the development of children's understanding of their community well. She explores different festivals throughout the year with children, such as Chinese New Year, and they take part in linked craft activities. Children enjoy regular visits to parks, playgroups and other places of interest.

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

- The childminder and her assistant have developed strong partnerships with parents. They use verbal and electronic communication to involve parents in their child's progress and learning. For instance, they provide parents with daily photographs and information on their child's individual care needs and their interests during the day. The childminder also completes assessments of their child's development each term to enable parents to have a clear understanding of their child's progress. Parents comment on the great progress their children have made since starting with the childminder and say they are pleased with the level of care provided.
- The childminder and her assistant plan activities and experiences to build on children's interests. However, during some craft activities, the childminder's assistant does not fully support children's independent learning. He does not give children enough opportunities to use creative resources independently and follow their own ideas.
- The childminder supports children to take part in everyday routines, such as helping to distribute cups and fruit at snack time. She promotes healthy lifestyles and children understand the importance of washing their hands. The childminder provides a broad range of healthy food and snacks. She uses these important opportunities to develop children's independence well.

- Children thoroughly enjoy exploring books and select them themselves with interest. Children cuddle up to the childminder and ask her to read stories to them. She uses different expressive voices when reading and asks questions such as, 'Can you count how many there are?' and 'What colours can you see?' Children excitedly respond to her questions and smile when the childminder praises them. She also misses out sentences in familiar stories and children confidently fill in the gap.
- The childminder and her assistant are calm and caring. Children are happy and settled in their care. They are positive role models who provide consistent boundaries and actively encourage children to share and take turns in their play. They encourage children to be polite and say 'please' and 'thank you'.
- The childminder and her assistant meet regularly to discuss children's learning and how they can support their development further. However, the childminder's arrangements to identify gaps in her assistant's practice and provide support to further develop his skills and knowledge are not as sharply focused as they could be.
- Children confidently develop the skills they need for their next stage in learning. Children play freely with jigsaws and fix the pieces together, using their hand-to-eye coordination effectively. Younger children identify animals and the noises they make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough knowledge of child protection procedures. They know the signs and symptoms that might cause concern about a child's welfare. There are appropriate policies and procedures in place. The childminder and her assistant fully understand their roles and responsibilities in protecting children. The childminder uses regular risk assessments and good hygiene practices to maintain her home and resources. Children learn about road safety and staying safe when they go on trips and outings. This contributes to their personal safety.

What does the setting need to do to improve?

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

- provide more opportunities for children to follow their own ideas and develop their independent learning
- extend professional development opportunities for the assistant to provide a sharper focus on teaching and learning and ensure the highest possible outcomes for children.

Setting details

Unique reference number	EY414373
Local authority	Kingston Upon Hull City Council
Inspection number	10063900
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 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	28 July 2015

Information about this early years setting

The childminder registered in 2010 and lives in the Kingswood area of Hull. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- At appropriate times throughout the inspection, the inspector spoke to the childminder, children and the assistant.
- The inspector looked at relevant documents, including children's records, policies and procedures. She also considered training and evidence of the suitability of the childminder, her assistant and other adults living in the household.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- A joint observation was carried out by the inspector and the childminder.

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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