

Childminder report

Inspection date: 26 June 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

Children are cared for in a safe and secure setting. The childminder comforts any children who need extra reassurance. They snuggle into her for cuddles. This helps younger children to feel settled and ready to play. She ensures that their care needs are fully met, ensuring that they are hydrated on hot days.

The childminder's knowledge of the children means that she can develop a programme of care and education specific to their individual needs. Activities are pitched to ensure that all children benefit from the learning experience. She adapts mathematical activities to the differing ages of the children, meaning all children benefit and strengthen their mathematical understanding. Children benefit from plenty of fresh air. The childminder ensures that they experience outings that will promote their socialisation skills and interaction with others. This includes visits to parks, the library and a sensory room. Children develop their physical skills as they use the play equipment and take turns to go on the slide.

Children behave well. The childminder gives occasional reminders about saying please and thank you and taking turns. This promotes their good behaviour, overall, and children are patient as their friends take their turn in activities.

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

- The childminder promotes children's communication and language skills well. She extends their vocabulary as they talk about the patterns and swirls on the paper. She gently repeats children's words so they can hear the correct pronunciation. Her ongoing dialogue with children gives them the confidence to enter into chatty conversations with the childminder and their peers.
- Children learn about growing and the environment. They talk about the strawberries they have grown and know the fruit has to be red before it can be picked. Children learn about the weather and the importance of keeping hydrated.
- The childminder uses development guidance to track children's progress. This enables her to know what children can do and what they still need to learn to continue to progress in their development.
- The childminder knows about children's starting points. As part of her settling-in arrangements she ensures that she is fully aware of what children can do, which informs her planning of activities. This means children can begin to make good progress from the start.
- Children develop their independence skills as the childminder supports them to use the toilet and wash their hands. They try to put on their own coats and clean their faces after snacks, with the childminder's support. The childminder knows the skills she wants children to have in preparation for school. Children

become familiar with the school environment as they accompany the childminder on the school run.

- The childminder encourages children to persevere with more challenging tasks, such as when playing a fishing game. She gives them lots of praise as they achieve their aims. This promotes their self-esteem and gives them the confidence to try new things.
- The childminder has built good relationships with parents and ensures that she communicates with them regarding children's progress. Parents report positively about the care and education provided. They appreciate children's interactions with other children and in the community. During the COVID-19 pandemic, parents collected and dropped off their children at the door, to help prevent the spread of infection. The childminder has continued with this practice to enable confidential discussion and also help children to settle quickly on drop off.
- The childminder keeps up to date with mandatory training and updates her knowledge through a series of additional webinars. She seeks feedback from parents and children regarding the care she provides. However, she does not critically reflect upon her provision and consider the areas where she could make further improvements to benefit the children.
- The childminder shares general information with other settings that minded children also attend. However, she has not considered how she can share more detailed information regarding children's ongoing development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of the signs that could indicate a child is at risk of abuse or neglect. She has a clear understanding of the procedures she must follow in the event of any concerns. The childminder has a very good insight into the dangers that children may be exposed to online. She regularly talks to children and undertakes activities with them to heighten their awareness. The childminder ensures that she carries out a risk assessment on her premises and visually while on outings.

What does the setting need to do to improve?

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

- strengthen self-evaluation and reflection to contribute to the quality of the provision further
- consider more detailed communications with other childcare professionals when children attend other settings.

Setting details

Unique reference number	EY436641
Local authority	Kingston Upon Hull City Council
Inspection number	10299607
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	2 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 April 2018

Information about this early years setting

The childminder registered in 2011 and lives in the city of Hull. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 in person and in writing 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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