

Childminder Report

Inspection date

11 June 2018

Previous inspection date

21 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has worked hard to address the weaknesses raised at the last inspection. She monitors children's progress and identifies any gaps in their learning.
- Children are well settled. The childminder and her assistant have embedded secure settling-in procedures. Children are happy and confident and have developed strong bonds with them. Children develop good social skills and friendships.
- The childminder and her assistant provide a range of experiences that supports children's ongoing progress and development. They know what children like and what they need to learn next, to help prepare them for their next stage of learning.
- Children's behaviour is good. The childminder and her assistant follow a clear and consistent approach so children know what is expected of them. Children respond to this positively. They learn to take turns, share and use good manners.
- The childminder and her assistant give high priority to children's safety. They carry out risk assessments, taking active steps to minimise hazards and teach children well about how to keep themselves safe.

It is not yet outstanding because:

- The childminder does not gather enough in-depth information from parents about children's achievements, interests and learning at home, on entry into the setting and on an ongoing basis to help build on their learning further.
- The childminder has not fully considered how to develop her self-evaluation further to include the views of parents, to drive developments to the highest level.

What the setting needs to do to improve further

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

- strengthen ways to help parents share what they know their children can do at home, on entry into the setting and on an ongoing basis to gain an even clearer picture of children's learning and development
- enhance the ways to reflect on practice and explore further ways of engaging parents in the self-evaluation process to gain a broader view of strengths and areas for improvement.

Inspection activities

- The inspector observed the childminder and her assistant's interactions with the children and spoke to the childminder, her assistant and children throughout the inspection.
- The inspector had a tour of the areas used for childminding. She also discussed the childminder's self-evaluation. She took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of the childminder's qualifications and training certificates, the assistant's training certificates, including evidence of the childminder's suitability and the suitability of all persons living and working on the premises.
- The inspector looked at a selection of risk assessments and policy documents, including the safeguarding policy and procedures.
- The inspector completed a joint observation with the childminder. She also looked at the childminder's planning documentation, children's learning and development files and children's assessment records.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of safeguarding procedures. They know who to contact should they have concerns about a child's welfare. The childminder and her assistant update their knowledge and skills regularly through training. They keep up to date with any changes in legislation and have a full understanding of their responsibilities. A range of policies and procedures are implemented and the childminder shares these with parents to keep them informed. Partnerships with parents are positive. The qualified and experienced childminder supervises her assistants well and steers their practice to ensure children feel secure in the setting. She is aware of the benefits of working with other external professionals to help to provide continuity for children's care and learning. The childminder knows children well and implements effective observation, assessment and planning procedures.

Quality of teaching, learning and assessment is good

The childminder and her assistant have a good understanding of how children learn and develop through play. They provide interesting and varied activities that support children's progress. Children show their excitement as they engage in creative activities. They skilfully use a range of tools. They hold pencils correctly and are beginning to write letters from their own names. This promotes their physical and literacy development. Children display their imagination skills as they paint their representations of the beach. They talk about their thoughts and ideas of what they will see at the beach. This helps children to understand about the world around them and living things. The childminder and her assistant support children's communication and language well. They give children the time they need to respond to their questions and teach them new words.

Personal development, behaviour and welfare are good

The childminder and her assistant are good role models and show a genuine interest in what children say and do. They clearly explain simple rules to help children think about the needs of others and keep themselves safe as they help to tidy toys away. The childminder and her assistant provide good support for children's health. For example, children follow good hygiene routines and they wash their hands regularly. They are encouraged to eat healthy snacks and water is readily available for them to drink. The assistant enhances this learning further. For example, she carefully introduces what is healthy to eat and unhealthy to eat. This promotes children's awareness of a healthy diet. Older children express themselves effectively and are keen to share their ideas.

Outcomes for children are good

Children's development is at levels that are typical for their age. They are motivated in their learning and make good progress. Older children maintain concentration for good lengths of time during activities that interest them. They use numbers purposefully in their play, for example, they count and match number cards. This promotes their mathematical skills. Young children are confident to play and explore. They initiate activities and show curiosity in the environment around them. Children gain the skills required for the next stage in their learning and for the move on to school.

Setting details

Unique reference number	313265
Local authority	Kingston upon Hull
Inspection number	1114425
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	14
Name of registered person	
Date of previous inspection	21 August 2017
Telephone number	

The childminder registered in 1997 and lives in Hull. She works with one assistant full time and a second assistant occasionally. The childminder holds a relevant qualification at level 6. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

