

Childminder report

Inspection date	12 December 2018
Previous inspection date	13 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children make good progress in their development. The qualified and experienced childminder makes good use of children's play to introduce new words to help to extend their vocabulary. She supports any gaps in children's development promptly.
- Children listen to the childminder and respond well to her high expectations and the boundaries she sets. They learn to control their feelings, learn to share and follow routines well. For example, children help when it is tidy-up time.
- Children speak with confidence about how to keep safe. They explain what happens in the event of an emergency in the setting and know to go outside safely. The childminder helps children to manage risks effectively.
- Partnerships with parents are good. The childminder encourages a daily exchange of information regarding children's care and learning. Parents are complimentary about the childminder and the service that she provides.
- The childminder evaluates her service effectively and uses written and verbal feedback well from parents and children to help maintain good standards.
- Sometimes, the childminder intervenes too quickly and takes over play. She does not consistently provide opportunities to enable children to explore their own creative ideas and extend their imaginative play.
- Occasionally, the childminder does not give children the time that they need to think, respond to questions and concentrate, extending and helping them go beyond what they already know.

What the setting needs to do to improve further

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

- extend opportunities for children to express their own thoughts and ideas to enhance their creativity and imagination further
- enhance teaching skills further and provide children with enough time to think, respond and share their ideas when challenging them in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. She spoke to children and the childminder throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also carried out a joint observation with the childminder.
- The inspector had a tour of the areas used. She held discussions with the childminder. She also looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector discussed with the childminder her development plans.
- The inspector took account of the views of parents through their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is clear about how to identify and report any signs and symptoms of potential harm to children. She attends regular safeguarding training and keeps her knowledge of local child protection procedures up to date, so she can report her concerns quickly. The childminder acts on advice and talks to other childminders to share knowledge. She keeps children safe at all times. The childminder completes ongoing safety checks of her home and outings. She develops good relationships with other providers that children also attend. The childminder liaises with the teachers regarding children's development needs. This supports children with the move on to school.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children's development effectively and uses this information to plan for children's next stage in learning. She supports children's interests and physical skills well. For example, children link construction toys well and confidently requests more straight and curved pieces of train track. Children enjoy and become absorbed in decorating a picture, they explore different textured materials safely and with increasing control. The childminder encourages children's literacy and mathematical development effectively. For example, she promotes letters and numbers for children to recognise. Children focus on activities for long periods.

Personal development, behaviour and welfare are good

The childminder promotes children's understanding of good personal hygiene and an awareness of how to lead a healthy lifestyle. She works with parents to ensure foods offered support their good health. Children are happy, very interested and motivated to engage in activities and confidently approach her for help. They have daily access to fresh air and exercise. The childminder is a positive role model for the children in her care. She uses a good range of strategies, such as praise and explanation, to help children be kind and understand the needs of others. As a result, children learn to behave well and use good manners. Children settle well and are active learners.

Outcomes for children are good

Children make good progress from their individual starting points. They acquire a range of skills to support the next stage in their development and to help them prepare for school. Children develop good social skills. They show high levels of self-assurance as they interact with others and adults. They develop good friendships. Children communicate confidently and rapidly add to their vocabulary.

Setting details

Unique reference number	313359
Local authority	Kingston Upon Hull City Council
Inspection number	10060172
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 February 2014

The childminder registered in 2006. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

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