

Childminder report

Inspection date:

24 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and have a good attitude towards their play and learning. The childminder teaches young children effectively. She is clear about what they need to learn and incorporates this into the activities that she plans. For example, the childminder demonstrates how to build a tower. Children are keen to copy and they construct a tower as she names the colours of the bricks they use. Children concentrate and show increasing perseverance as they add more bricks.

The childminder is affectionate and responds quickly and sensitively to meet younger children's individual needs. She knows children in her care well. This helps to develop strong relationships and has a positive impact on children in her care. They are inquisitive, active learners and behave well. For instance, children investigate cause and effect in toys as they press buttons to create sounds. The childminder models actions to copy, which helps to support their development of new skills. For example, she shows children how to turn on the toys. Children communicate their needs to the childminder and know that these will be addressed quickly. An example of this is when children feel shy, they know that they will receive comfort and they cuddle into her.

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

- Younger children listen and respond to the childminder well. They willingly follow her requests, for example when finding their hats. The childminder supports children's growing imagination effectively as she engages in pretend play with them. For example, she demonstrates how to stir a spoon in a cup and pretends to drink. Children duplicate this play well. This also promotes their physical development and coordination skills.
- The childminder supports children to wash their hands before meal and snack times. However, she does not consistently wipe down the changing mat after changing children's nappies. This does not provide the younger children with reliable, clear messages about why it is important to practise good hygiene procedures.
- Children enjoy playing with toys that capture their interest, such as building blocks and small-world cars. Children create simple structures and point to pictures on posters. However, the childminder misses opportunities to help children count, to support their mathematical development.
- The childminder supports children's language development well. She speaks clearly, describes what they are doing and repeats words to help increase their vocabulary. This also helps to support children's thinking and listening skills.
- Children know where their belongings and resources are kept and are keen to collect these. The childminder has a large range of resources available for children to access freely. This supports their growing independence.

- The childminder is committed to minimising any risks to children within her setting. For example, she talks to children about not standing on toys, as they may slip and fall. This builds their understanding of how to keep themselves safe.
- The childminder promotes good behaviour well. Younger children giggle and shriek with delight as they anticipate the childminder's actions. For example, within a game of peekaboo. Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment.
- The childminder has established effective relationships with parents, schools and other early years professionals. She recognises that two-way information-sharing with parents and carers helps to provide a consistent approach to children's learning. Parents and older children write very high praise of the childminder.
- Children develop self-confidence and effective social skills. They have regular opportunities to visit places in the local community and learn about the world around them. Children visit a range of local groups, such as story time and music events. This helps them to gain the skills needed for the next stage in their learning.
- The childminder demonstrates pride, dedication and commitment to providing high-quality care for children. Her plans for improvement are well targeted to strengthen her setting. She researches topics and accesses training to continually improve and develop. This enhances her procedures to ensure children's needs are fully met.

Safeguarding

The arrangements for safeguarding are effective.

The experienced and qualified childminder ensures that she reviews her safeguarding policy and procedures regularly. She has a good knowledge and understanding of the signs and symptoms of potential abuse. The childminder is aware of wider issues that may have an impact on children's welfare, such as extremism. She knows the procedures to follow in the event of an allegation against herself. The childminder knows how to report any concerns she may have about a child or adult. She confidently assesses risks both in the home and for outings, and takes effective action to ensure children's safety.

What does the setting need to do to improve?

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

- improve support for younger children to build on their understanding of why it is important to practise good hygiene procedures
- provide children with further opportunities to enhance their early mathematical skills.

Setting details

Unique reference number	313381
Local authority	Kingston Upon Hull City Council
Inspection number	10117219
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 June 2013

Information about this early years setting

The childminder registered in 1997 and lives in Hull. 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 3.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The childminder explained how her provision is organised to support children's care and learning. The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of teaching and interactions between the childminder and children throughout the inspection.
- The childminder and the inspector conducted a joint observation of an activity and discussed the emerging strengths and areas for development.
- The inspector held various discussions with the childminder on subjects such as her professional development. The childminder discussed the self-evaluation and the impact this has on her setting. Parents and children completed written feedback and the inspector took account of their views.
- The inspector viewed and discussed a range of documentation, including safeguarding procedures, paediatric first-aid training and public liability insurance.

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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