

Childminder report

Inspection date: 4 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

Children relish the many stories that are read to them. They know the titles and join in with repeated refrains with ease. The childminder promotes books based around topics of children's interests and appropriate to their stage of development. For example, they enjoy finding out about animals. Children name the animals excitedly and the childminder encourages them to count and talk about size and letter sounds. This supports their mathematical and literacy skills well.

Children are sociable and confident communicators. They enjoy playing with small-world toys and negotiate well with each other during the activities. For example, as children construct and build, others hold link materials out of the way to help them. Children play alongside each other, share toys and understand some boundaries. On occasions, young children try to take toys from one another. The childminder and her assistant gently remind children to wait until their friends have finished and for their turn.

Children settle quickly and form close bonds with the childminder and her assistant. Babies babble, use simple words and say other children's names. They confidently explore toys, opening and closing doors as they play with these. They crawl and stand up to reach the resources on offer. This promotes their language development and physical skills well.

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

- Children show good listening and attention skills. They recall local places they visit in the community and talk about family events. For example, they discuss new babies and house moves with the childminder. This develops their understanding of the world, builds their confidence and aids the next stage of their development.
- Children are keen learners and have a positive attitude towards their learning. They enjoy engaging in imaginative play when they pretend to be at a café. The childminder joins in with their role play and promotes healthy food choices. Children explore creative activities with enthusiasm. The childminder offers explanations. For example, when children say 'That's a small octopus', she explains it's a squid. She clarifies it has eight legs like an octopus. This supports children's understanding and language development.
- Some children move to the childminder and her assistant's singing and follow some of the actions. However, on occasions, children are not fully involved. At times, the childminder does not consistently extend and challenge children's learning during activities to help them achieve to their highest potential.
- Babies are content and enjoy their time with the childminder and her assistant. They in turn respect the home routines of babies, follow these closely and share

information well with parents.

- Children eat well and mealtimes are sociable. The childminder talks to children about what is in their lunch box as they feed themselves. Children take off their own coats and shoes and wash their hands before meals. This supports them in gaining good independence and hygiene skills.
- Children's behaviour is good. The childminder uses a range of strategies to encourage children to share and take turns. For example, children are reminded that another child is playing with a toy. The childminder helps them engage with an alternative toy.
- Partnerships with parents are effective. Parents report that they are extremely happy with the care and the activities provided. They are well informed about their children's progress. Parents share notes on how children play at home. Children access a variety of books and the childminder supports parents in helping their children enjoy stories at home.
- The childminder is experienced and organises her provision well. She provides a safe and secure environment for children. The childminder has ensured her new assistant is suitable and has conducted an induction with her. The plans in place to supervise and monitor her assistant are appropriate.
- The qualified childminder keeps her knowledge up to date by attending training and linking with other childminders. She evaluates her practice well and makes changes where needed, to benefit the children.
- The childminder regularly shares and gathers information about children's learning with the other settings they attend. She ensures she gains the latest advice from professionals involved with children from their parents. This supports continuity of care for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of how to keep children safe and protected from harm. They are fully aware of the signs and symptoms of possible abuse and wider aspects of safeguarding issues, such as grooming and radicalisation. The childminder is aware of the procedures to follow if there is an allegation against herself, her assistant or a family member. She knows the local referral procedure. Robust systems are in place to ensure all persons living and working in the household are suitable to have contact with children.

What does the setting need to do to improve?

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

- help children to join in more with activities and extend their learning to higher levels.

Setting details

Unique reference number	313313
Local authority	Kingston Upon Hull City Council
Inspection number	10106246
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	0 to 9
Total number of places	12
Number of children on roll	11
Date of previous inspection	1 June 2015

Information about this early years setting

The childminder registered in 1993 and lives in Hull. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate childcare qualification at level 4. The childminder occasionally works alongside an assistant.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The childminder discussed how she organises her setting and the play and learning experiences she provides for children. She discussed self-evaluation and the impact this has on her provision.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation alongside the childminder and asked her to evaluate her practice.
- The inspector viewed and discussed documentation, including public liability insurance and the suitability checks of all adults living and working on the premises. The childminder discussed her own and her assistant's professional development.
- The inspector took account of parents' views through their written feedback.

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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