

# Childminder report

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Inspection date:

25 May 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision requires improvement

The childminder supports children's independence skills and physical development well. This is because she is clear about what she wants them to learn next. Babies show the skills they have learned. For example, they crouch down by themselves to pick up a ball and rise to their feet without using their hands. Two-year-old children put their shoes on with little help and try to pull up a coat zip. They take their coat off independently, and with ease, after outdoor play.

However, the childminder does not always consider children's differing ages and stages of development when planning adult-led experiences. For example, during creative play, the childminder has an expectation for children to learn about colour and shape. Although two-year-old children can identify the colour green at times, it is clear that they have not had time to deepen their knowledge and practise their learning. This learning is also too challenging for babies and they choose not to engage in the play. Therefore, at times, children do not always show engagement and concentration in their play. However, children enjoy their time with the childminder and show that they feel safe and secure in her care.

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

- The curriculum for children is not fully embedded across the provision. The childminder does not always know what children need to learn next. As a result, children do not always benefit from meaningful learning and teaching that is of a high quality.
- Children wash their hands before having food and after outdoor play. They sit at the table with their friends to enjoy healthy snacks. Children learn about good hygiene routines and enjoy social times with their friends.
- The childminder has positive relationships with parents and grandparents. They are both complimentary about the care children receive. Parents report how their children have made good progress in their physical skills since being in the childminder's care. They say that they share ideas with the childminder about what their child needs to learn next. Parents feel well informed of their children's learning and progress.
- Children enjoy outdoor activities. They play in the garden, go to the park and take local walks where they see the horses. Children have regular opportunities to exercise and to be active.
- Babies follow an instruction to throw a ball. They show how they can listen and understand what is said to them. Older children shout with excitement as they roll a ball to knock over skittles in the garden. Children show enjoyment in their play.
- The childminder values young children's attempts at words and she repeats them back so that children can hear the name of the object clearly. However,

she does not use every opportunity to introduce new words to young children as they play in order to extend their vocabulary further.

- The childminder acts as a good role model. She continuously provides children with lots of praise for their achievements.
- The childminder has addressed areas of weakness identified at her last inspection. She reflects on her practice and has introduced new resources that children enjoy, such as the mud kitchen. The childminder keeps her paediatric first-aid training up to date and has recently completed a course to support her knowledge of the 'Prevent' duty legislation.
- The childminder helps children to be ready for school. She takes them to play groups so that they learn to mix with others. The childminder shares children's assessment information and their next steps in learning with teachers at school. She also knows what children are learning at school so that she can support this further through her own play ideas.
- Older children arrive at the childminder's home and are happy to talk about their morning at school. They confidently explain how they have been playing with their friends. Older children show their good vocabulary as they use words such as 'delicious' to describe the food they like to eat.
- Children enjoy toys with buttons that they can press. They acquire basic skills in operating equipment.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a suitable knowledge of the possible signs and symptoms of abuse. She knows the action to take in the event of an allegation against an adult or child. The childminder has completed training that has helped her to improve her knowledge and understanding of extremism and radicalisation. However, the childminder's knowledge of wider safeguarding concerns is limited to drug abuse and female genital mutilation. While these are relevant issues, the childminder cannot identify further safeguarding issues that may place a child at risk of harm. Furthermore, the childminder does not have a written child protection policy to meet the childcare register requirements.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
use what you know about children's learning to plan a broad and balanced curriculum that continually supports children's next steps	26/07/2021

implement a written child protection policy	25/06/2021
improve your knowledge of wider safeguarding concerns to keep children safe from harm.	25/06/2021

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

- carefully consider differing abilities of children when planning adult-led activities, so that all children receive age-appropriate challenge to help them to recall and extend their learning
- introduce new words that link to children's play to extend their vocabulary further.

## Setting details

<b>Unique reference number</b>	313360
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10131860
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	7 November 2019

## Information about this early years setting

The childminder registered in 1996 and lives in Hull. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

## Information about this inspection

### Inspector

Jane Tucker

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The childminder and the inspector completed a learning walk together.

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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