

Childminder report

Inspection date: 26 January 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at the childminder's setting. They are excited and eager to learn because the childminder focuses on providing a high-quality and very well-planned curriculum. She has a deep understanding of how children develop and learn. The childminder knows how to support each child's development, from the babies to the children preparing to move on to school. Children make exceptional progress over time.

The childminder is highly skilled at using children's interests to coherently build on what they know and extend their knowledge of the world. She introduces a toy farm when children show a lot of interest in a book about farm animals. Children are keen to find out the names of unfamiliar animals, such as 'swan' and 'cygnets'. They confidently use the new vocabulary, which they have learned as they play.

The childminder has a deep understanding of children's individual needs. She knows precisely when the babies need to be active or to rest. The childminder fully involves the older children in planning the day's activities and values what they have to say. Children consistently persevere to achieve an outcome, for example making a den with blankets and pegs. The childminder is adept at knowing when children may need additional support. Her interactions with children are highly effective.

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

- Children settle extremely quickly because the childminder finds out about every child's particular needs and interests from the start. The childminder and parents continue to share important information between home and the setting. This results in a rich and meaningful record of children's learning over time. When the setting closed for a short time during the COVID-19 pandemic, the childminder kept in close contact with families to offer support, if needed.
- Children become very independent in managing their personal needs. The childminder provides many opportunities for children to practise and develop these skills. Older children competently cut up the fruit for their snack. They collect and put on their shoes, without prompting, when they know they are going outside. The childminder arranges furniture, so that babies who are learning to walk can move around to explore and choose resources themselves.
- The childminder places a high priority on building children's understanding of places and communities beyond the local area. She encourages children to talk about previous visits and children are keen to tell the childminder what they remember. They recall a recent farm visit when a goat jumped over a dividing fence, which they described as 'funny' and 'a bit scary'. Children become very articulate when talking about their thoughts and feelings.

- Children are engrossed in their imaginative play. They dress up in costumes and become their favourite characters from stories and films. The childminder encourages children to sing songs and dance to music, which are linked to these characters. Children are extremely comfortable to express their thoughts and ideas in creative ways.
- Parents spoken to during the inspection consistently praised the childminder's setting. They look forward to hearing about all the exciting activities and events that the childminder plans for their children. Parents describe the childminder as someone who goes 'above and beyond' for them and their children. They know that their children are safe, happy and acquiring new skills all the time.
- The childminder has high expectations of children that are based on knowing their individual needs. During the inspection, children had a small disagreement because they wanted the same toy. The childminder quickly responded, encouraging children to think about ways they can share popular resources. Children become confident problem solvers and develop respect for other children's views.
- The childminder gives a high priority to her professional development. She has a clear view of her current priority, which is to create further opportunities for children to enhance their problem-solving skills when playing in the garden. The childminder has strong partnerships with other providers, when children also attend their settings. She makes sure that there are excellent lines of communication to ensure that children have consistency in their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's safety and well-being. She makes regular checks of the house and garden to make sure that they do not present any potential hazards. The childminder has robust risk assessments in place when she takes children out on visits. She is alert to any signs that may cause her concern about a child's welfare. The childminder keeps her knowledge of local and broader safeguarding issues up to date through accessing frequent training and information. Her safeguarding policies and procedures are regularly reviewed to reflect current legislation. The childminder knows her responsibilities to report any concerns to the appropriate services.

Setting details

Unique reference number	313345
Local authority	Kingston Upon Hull City Council
Inspection number	10063901
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 1998 and lives in Hull. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk at the start of the inspection to discuss and observe how children's learning, development and safety are promoted.
- The inspector and childminder evaluated the impact of a planned activity on children's learning and development.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The inspector spoke to parents to gain their views on the childminder's setting.

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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