

Childminder report

Inspection date: 16 May 2022

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

The provision is good

Children are happy and confident in the childminder's care. They benefit from the warm relationships they have with the childminder and their friends. For example, children chat happily to each other as they play. They later snuggle on the childminder's lap to read a book. Long-standing relationships with families provide good continuity for children and parents. Children talk fondly about when they have seen the childminder out in the community. The continuity in children's lives adds to the settled environment.

Children behave very well. They share and take turns with minimal support. For example, when the childminder points out that there is a second set of drumsticks, children quickly sort out how they can both play the drum at the same time. Children are proud of the praise and attention they receive from the childminder for their efforts and their behaviour. They become confident, motivated learners.

The childminder speaks to parents every day. She also uses an app to inform parents about children's care routines. She often sends photos to demonstrate children's ongoing development. Parents say that their children love coming to the childminder's house. They have noticed particularly how well their children's language is developing.

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

- The childminder gets to know children very well. She has a clear view of what they need to learn and why. Children choose from a variety of interesting activities that promote their good progress in all areas of learning.
- The childminder has addressed all weaknesses identified at the last inspection. She has become quite reflective in her practice. For example, she considers when an activity could have been even more successful in promoting children's learning. A recent project on home-made resources has been particularly successful in engaging children's interest. For example, children are fascinated to see what is inside the tiny, coloured houses. They go on to sort, match and count the play people and ask to do it again. Children are developing good recall. Some children are fully engrossed as they use the natural materials to build a house for their favourite dinosaur. Children become engaged inquisitive learners.
- Children enjoy books and stories. They are motivated to read the book that they have just brought back from the library. They confidently count the items in the book and begin to recognise familiar numbers. Children learn how to use books. They confidently turn the pages from left to right. They also agree with the childminder that they need to find a book about dinosaurs on their next visit to the library.

- Children develop a good level of spoken language. The childminder understands the importance of supporting their listening skills. Older children confidently say words that start with the same sound as their name. They also begin to copy simple rhythms on a drum. The childminder helps children to develop a storyline to their play. Younger children talk about the shark eating the dinosaur. The most able children explain what they will need to build a dinosaur house. However, some children's pronunciation remains unclear at times.
- Children learn to keep themselves healthy. Older children learn to attend to their personal care needs in preparation for their move to school. For example, they capably use the toilet and wash their hands. They easily find themselves a tissue, blow their nose and put the tissue in the bin. Younger children are reminded why they need a drink. They find their own drinking water and learn why they need to brush their teeth.
- Children enjoy active play. Some children talk with enthusiasm about being on the see-saw with their best friend at the park. The childminder assesses all risks to children appropriately. She makes sure that children can develop the skills they need to keep themselves safe. For example, they learn to balance on the rocker because the childminder explains how to do this without injuring themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gets to know children and their families well. She understands the difficulties that some families experience and how children can be affected. She also understands risks to children in the wider community. The childminder has revised her child protection policy since the last inspection. She has all relevant guidance and contact details filed effectively should she be concerned about a child's welfare. The childminder attends important training such as paediatric first aid and safeguarding regularly. Children's good behaviour also supports their safety. This is because they are used to listening to the childminder as she guides them.

What does the setting need to do to improve?

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

- improve children's language even more by further supporting their pronunciation as their vocabulary increases.

Setting details

Unique reference number	313299
Local authority	Kingston Upon Hull City Council
Inspection number	10217414
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	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 November 2021

Information about this early years setting

The childminder registered in 2000 and lives in Hull. She operates her provision all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Pat Edmond

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector saw all areas of the premises that are used for childminding.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks and information about the children.
- The inspector observed children taking part in a range of activities. They also discussed activities that were not seen with the childminder and the children.
- The inspector spoke to parents or carers and saw daily correspondence between parents and the childminder.

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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