

# Childminder report

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Inspection date:

17 May 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision requires improvement

Children are happy and settled. They enjoy warm relationships with the childminder and her husband. Younger children are relaxed and content as the childminder changes their nappy. Older children rush to greet the childminder's husband. There is often a very pleasant environment. Children respond well to the praise they receive for their behaviour. Due to the childminder's support, children of all ages play very well together. Children's safety is promoted at all times. The premises are safe and secure. The childminder reminds children not to go too fast as they ride the cars around the garden. She watches them vigilantly when they are out and about.

The childminder has met the welfare actions raised at the last inspection. She has been unable to act on the action to improve the quality of education. Children learn the basic skills that relate to the prime areas of learning. They develop their language and learn to count. However, this is often taught through mundane activities, such as tracing numbers and letters, rather than through the activities that interest children. Nevertheless, parents write glowing letters of recommendation for the childminder. They are pleased with the support they receive and the progress that their children are making.

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

- The childminder has not researched ways of providing a broad and balanced curriculum to promote children's learning. For example, children are fascinated by marine creatures. The childminder asks children simple questions, such as 'what colour is it?' or 'what is it?'. She does not engage them in interesting conversations about species, habitats or life cycles. She does not offer books about their interests or check that she is giving correct information about the animals. This does not help to foster older children's learning in areas that interest them.
- The childminder teaches older children to copy letters and numbers, sometimes sounding out the letters. She has not researched the correct way to do this. This means that children are at risk of picking up bad habits in relation to pencil grip and letter formation. They may also experience difficulties at school as they are not always hearing the correct sound for letters.
- The childminder provides parents with a written report when their child is aged between two and three years. However, she has not referred to any guidance about children's expected development at that age. Therefore, she has not identified whether children are or are not making expected progress, or if additional support might be needed.
- Children are becoming confident communicators due to the happy, relaxed environment. Younger children learn basic words. However, the childminder

does not always model correct grammar. She often uses words such as 'summat' instead of 'something'. She sometimes makes other errors, such as saying 'hided' instead of 'hid'. This does not promote children's good language development as children sometimes copy her mistakes.

- Children have a lot of fun in the childminder's care. They enjoy helping themselves to a range of appropriate toys and games. They particularly like matching games and jigsaws. They are excited to use the childminder's outside tap to water the plants in the garden.
- Children develop a positive approach to being active out in the fresh air. They develop their balance and coordination at the park. Sometimes, they are calm and thoughtful. For example, they pick daisies to give to each other, or hum to themselves as they are pushed on the swing. Children begin to see themselves as part of a wider community. They point out the school that they will go to soon and where their friends live. They also talk fondly about the various local playgroups that they attend with the childminder.
- Children learn to manage their personal hygiene independently in readiness for school. They wash their hands after a walk to the park and before eating. Children are reminded to drink regularly in warm weather. The childminder is vigilant in applying sun cream before they go out. This helps to promote their good health.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has taken advice from the local authority to develop her child protection policy. It now gives clear and correct procedures to be followed should she be concerned about a child's welfare. She understands the signs that might suggest that a child is at risk of harm outside the setting. Children's good behaviour also promotes their safety. Older children learn to hold onto the buggy when they are near traffic. They learn how to cross the road safely. The childminder is vigilant in reminding them not to go too far ahead once away from the traffic.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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plan and provide a broad and balanced curriculum based on children's interests and aptitude; ensure that this is based on the characteristics of effective teaching and learning as set out at 1.15 in the 'Statutory guidance for the early years foundation stage'	15/07/2022
ensure that their own knowledge is up to date in relation to what they want the children to learn; this relates to children's interests and aptitudes and, where relevant, the teaching of phonics	15/07/2022
ensure that children's language is fully supported; for example, engage the most-able children in meaningful conversations rather than asking them simple questions requiring one-word answers; and ensure that correct language is used when speaking to children.	20/05/2022

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

- further develop the progress check that must be undertaken when a child is aged between two and three years, and using recognised guidance, be more specific about where children are, or are not, reaching expected milestones so that their next steps can be more targeted and any additional support identified where necessary.

## Setting details

<b>Unique reference number</b>	313360
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10198415
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	25 May 2021

## Information about this early years setting

The childminder registered in 1996 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 holds a level 3 childcare qualification.

## 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 observed children taking part in a range of activities indoors, outside and on a walk to the park.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development. The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- 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 read written testimonials from parents and took their views into account.

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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