

# Childminder report

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Inspection date:

7 November 2022

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Inadequate

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

### The provision is good

Children are happy and confident in the care of the childminder and her assistant. The childminder knows the children well, including those who have recently started. Children feel safe and secure knowing their needs, both physically and emotionally, will be met. Children confidently go to the childminder for support with activities, reassurance and a cuddle, when needed.

Children are familiar with the routines of the day. They are learning what is expected of them and respond well to praise. For example, when playing with the musical instruments, children ensure everyone has a tambourine. They thoughtfully give their own instrument to another child, so they could join in with the music. Children learn to share, take turns and be kind to others.

Children take part in activities that follow their interests, while introducing new learning. For example, children learn about poppies for Remembrance Day. They talk about each section of the poppy as they glue it together. Younger children spread lots of glue over the paper. Older children watch carefully as the glue slowly runs off the spatula onto their poppy. Children's individual learning styles are encouraged and celebrated in their activities.

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

- The childminder and her assistant are clear about what they want children to learn. They use every opportunity indoors to develop the children's understanding and development. For example, children enthusiastically point out their name when given a selection of names from which to choose. They count out how many pirates they have as they place them onto the pirate ship. However, the outdoor area does not reflect the same quality of experiences and resources as indoors. This could limit children's learning outdoors.
- The childminder regularly observes and assesses children's development effectively. She uses children's next steps in development and interests, to plan activities to engage children. For example, children learn to take turns as they play the 'Cake Monster' game. They excitedly wait to see where the dial will land, then match the picture on their board or feed it to the monster. As a result, children are making wonderful progress in their learning and development.
- Children enthusiastically take part in a variety of physical activities. They wear bunny ears as they jump and sing. Younger children are encouraged to pull themselves up to move around furniture. Children carefully climb the steps on the slide then move quickly down. They make giant hand splashes in the water that has collected on a lid, laughing as they get wet. Children develop good physical skills.

- Children from an early age are encouraged to be independent. They are becoming competent at putting on their own coats and shoes. Children select what snack they would like to eat. They can choose what they would like to play with from a wide range of resources. Children learn to be independent.
- Children have many opportunities to explore books. The childminder introduces new words to the children, then uses repetition and reflection to ensure they understand what has been read. When reading a 'Peppa Pig' story, children point out the colours on the page. When a character plays the maracas, a child finds the maracas in their music box and eagerly joins in. Children are making excellent progress in their communication and language skills.
- Children learn to recognise numbers and shapes through their play. For example, children count how many petals are on their poppy. They point out the number that represents their age. When reading a story, they point out the green triangle. Children confidently use mathematics in their play.
- Parents talk very highly about the care the childminder provides for their children. They comment that children talk all the time about what they do with the childminder and her assistant. They value the time that she spends talking with them about the children. Parents receive regular updates through the day, and have access to their child's development information via an electronic app.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their roles and responsibilities to keep children safe. They know the signs and symptoms that may indicate a child could be at risk of harm. They are clear about what they would do and who to contact, if they had a child protection concern about a child or adult. Since the previous inspection, the childminder has completed her paediatric first-aid certificate. The premises are safe and secure to stop children from leaving or unauthorised persons from entering. The childminder records the names of the children and their times they attend the provision. This helps to keep children safe.

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

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

- ensure children are provided with the same quality of activities and experiences outdoors as they are indoors, to enable them to continue to make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	313380
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10246886
<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 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	7 June 2022

## Information about this early years setting

The childminder registered in 1997 and lives in Hull. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant, who holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Jo Clark

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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