

# Childminder report

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Inspection date: 8 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are very settled and happy in the childminder's setting. They demonstrate friendly behaviour towards others and show much cooperation as they play. The childminder is an excellent role model, who has high expectations for children's behaviour. She has a consistently calm and nurturing manner, which helps children to feel safe and valued. The childminder places a high priority on supporting children's social skills. She takes children to local groups where they can play with other children and make new friends.

The childminder has constructed a well-sequenced curriculum. She identifies the key learning goals that she wants children to achieve, from babies to children getting ready for school. She plans the sessions, so children have time to embed their learning and follow their interests. Children are highly motivated and demonstrate positive attitudes to their learning.

Children become increasingly independent over time, especially in their self-care skills. The childminder encourages children's independence to build their confidence and self-esteem. She knows when children need some additional help to achieve an outcome and is very skilful at providing the right level of support for them. Children thrive in her care.

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

- The childminder makes time to have meaningful conversations with children. She encourages children to express their thoughts and ideas. Children respond with much enthusiasm as they tell her about a recent holiday or what they had for breakfast at home. They gain the confidence to speak to others in a range of situations.
- Children learn about positive choices that contribute to their health and well-being. For example, the childminder reminds them to drink water during the day. She talks to children about the importance of sunscreen to protect their skin. Children have regular opportunities to be physically active in the garden and on walks in the local area.
- The childminder plans times during the day to read stories with children. She encourages children to talk about the pictures and join in when she reads phrases they know, for example, in a familiar story about a gingerbread man. Older children learn that the words on a page have meaning, which supports their early literacy skills. Children are able to access books throughout the day, giving them time to look at books and revisit favourite stories on their own.
- Children have many opportunities to use their imaginations and try out their own ideas. The childminder provides a wide range of interesting resources for children to explore. For example, children create their unique toppings for toy

cakes using different coloured beads. They spend time deciding how they want to arrange the beads. Children try different patterns and show much joy as they achieve the one they want.

- The childminder has identified that some children's language development has been affected by the COVID-19 pandemic. She has adapted her curriculum to enable these children to catch up and continue to make progress in their communication skills.
- Parents are highly complimentary about the childminder. They say that they chose her setting because of the recommendations they received from other parents. Parents know their children are happy and safe, which gives them much reassurance. They value the photos and information that the childminder regularly shares with them. Parents describe the childminder as an important member of their extended families.
- The childminder regularly reflects upon her provision to identify future improvements. She accesses training to support her in her role, for example understanding autism spectrum disorder. However, the childminder has not focused her professional development on seeking opportunities to raise the quality of education to the highest possible levels.
- The childminder takes children on visits to amenities, such as museums and art galleries. Children learn much from visiting these local resources, for example how people lived in the past. They meet people who provide vital services, such as firefighters. Children begin to gain an understanding of their own community and make sense of the modern world.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a well maintained and comfortable setting for children. She makes daily checks, inside and outside, to ensure that her setting is safe and any risks are minimised. The childminder teaches children how to keep themselves safe, for example, when they are crossing roads on outings. Children learn the importance of keeping themselves safe when online. The childminder has completed relevant training about safeguarding children. She can identify the signs that may indicate children are at risk from abuse and neglect. The childminder knows how to report any concerns to relevant services.

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

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

- identify opportunities for professional development, to enhance existing teaching skills and knowledge further.

## Setting details

<b>Unique reference number</b>	313361
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10295317
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	20 December 2017

## Information about this early years setting

The childminder registered in 1993 and lives in Hull. She operates all year round, from 7.30am until 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers 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 their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.

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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