

# Childminder report

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Inspection date: 3 October 2023

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<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**

The childminder ensures that the environment is safe and secure and provides an array of interesting resources. Children are excited to play with their friends. They independently choose from a range of activities, entering into engaging role play as they chatter to each other. The childminder recognises when child-led play is beneficial to the children. She observes their play as they develop relationships with their friends. She supports them as they learn how to cooperate with each other.

The childminder has high expectations for children's learning. She ensures that everyday routines enable children to learn and develop. For example, the childminder's ongoing dialogue during lunch enables children to learn about healthy options and the importance of eating carefully to prevent choking. The childminder's ongoing observations of the children contribute to her knowing them well and understanding the progress they are making in their development.

The childminder models good behaviour and respectful interactions. Children mirror this and display excellent behaviour. They spontaneously use good manners and celebrate each other's achievements. On rare occasions when they need to be reminded about their actions, the childminder provides an explanation as to why such behaviour is unwanted.

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

- The childminder has developed an ambitious curriculum for children. She gathers information prior to children starting to support her to create learning goals for them to reach. The childminder knows the children very well and knows what they can do. She uses observations to assess children's progress and identify the next steps in their learning.
- The childminder is skilful at adapting activities to follow children's interests while keeping them focused. She tailors her curriculum to ensure that children's individual learning needs are met. For example, she quickly adapts a matching game to enable children to create their own rules and develop the game further.
- The childminder builds on children's developing vocabulary. She introduces new words as they talk about the squirrel running along the fence. They talk about the food it eats and where it sleeps. The childminder uses engaging storytelling to captivate children. They talk about what they can see in the pictures and what might happen next.
- The childminder recognises the impact of the COVID-19 pandemic on children's personal and social development. Taking this into account, she enables children to experience a range of activities in the community. She supports them to develop their socialisation skills as they interact with other children at local

toddler groups. They enjoy walks to the park, where they collect acorns, leaves and sticks and learn about their communities.

- Children learn about good hygiene. They are reminded to cover their mouths when they cough. They know to wash their hands before lunch and are able to blow their noses. The childminder promotes children's independence skills well. She encourages them to pull up their 'lazy socks' so they don't slip. Children wash their hands independently, using the step to reach the tap.
- The childminder reminds children about keeping safe around fire. She tells them the toy campfire is hot and to be careful when near it. She has appropriate fire safety equipment in the home. However, she has not practised fire drills with the children she currently minds to build on their awareness of fire safety.
- Partnerships with parents are strong. The childminder values these solid relationships and information sharing. Equally, parents report they are highly satisfied with the care provided and the opportunities for daily outings, which contribute to their children's development.
- The childminder has completed statutory training. However, she has not recently accessed other training, which would benefit the care and education provided for children further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She recognises signs that would cause her concern and understands the action she would take to safeguard children. The childminder is aware of the impact of domestic abuse on children and their families. She carries out visual risk assessments on the environment, including when on outings.

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

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

- build on children's understanding of fire safety further, considering the reintroduction of fire drills
- build on professional development opportunities to further enhance the already good practice.

## Setting details

<b>Unique reference number</b>	EY315769
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10301300
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 January 2018

## Information about this early years setting

The childminder registered in 2005 and lives in Hull, North Humberside. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Dawn Woodhouse-Wykes

### 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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector in writing.

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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