

Childminder report

Inspection date: 9 October 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not taken sufficient action since her last inspection. Although she has undertaken a considerable amount of training to contribute to her professional development, this has not had the desired impact. The childminder's curriculum focuses largely on number recognition, counting, letter sounds and colours. The childminder says she follows children's interests by bringing in other activities related to them; however, the activities provided are not sufficiently challenging or engaging to hold children's interests.

Children are happy when they arrive. The childminder is warm and welcoming in her manner, and she offers comfort to children who become unsettled. Children seek out the childminder for reassurance. However, the childminder struggles to meet the individual needs of all children, which results in children becoming unsettled.

The childminder does not recognise when children benefit from outdoor learning and does not consider individual learning preferences. Although children are able to access the outdoors, she does not prepare for those children who enjoy learning more in this environment. She does not provide adequate learning resources and opportunities. Children quickly lose interest in the limited resources that are provided by the childminder, and this has an impact on their behaviour.

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

- The childminder does not ensure she is adequately prepared for snack and lunch time. This means she leaves children unsupervised when eating while she moves in and out of the room. This compromises children's safety.
- The childminder is not able to fully meet the needs of the number of children in her care. Although the ratio requirements of the 'Statutory framework for the early years foundation stage' are adhered to, she struggles to ensure all children's needs are met. For example, as she tries to settle children to sleep, other children wander aimlessly, showing no focus on activities. Children become upset and cannot be calmed sufficiently.
- The childminder does not promote a curriculum that is challenging and extends learning. For example, when children comment that the sand is too soft and they don't like it, she does not share with them ways of making the sand harder and more malleable. She does not teach them about changes to materials.
- The childminder aims to support children's communication and language skills. She repeats words to the children and enters into conversation with them. She talks about what they are doing. The childminder supports children to sound out words as they look at picture books.
- The childminder aims to support children to regulate their behaviours and

emotions. She reminds children about the importance of sharing and being kind to their friends. She praises children when they play nicely together and aims to offer reassurance when children become upset. The childminder promotes the use of good manners with the children.

- The childminder is beginning to support children to develop their independence. She helps them to put on their coats and shoes. She supervises them as they wash their hands and use the toilet.
- Children know about managing good hygiene. They routinely wash their hands after outdoor play and before snack times. The childminder provides healthy snacks and drinks; however, she does not enter into discussion to develop children's understanding about healthy choices.
- Parents value the support the childminder gives them and their children. They appreciate the ideas the childminder gives them to extend their children's learning at home. They also appreciate the communication that the childminder provides about the progress their children are making.
- The childminder has addressed the previous actions relating to professional development. She has shown a commitment to developing her practice further by undertaking additional training. She has updated her safeguarding understanding.
- The childminder seeks feedback from parents to contribute to her self-evaluation. She recognises the need to build on resources to ensure all children's learning needs can be met, and she wants to provide a higher standard of teaching.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder demonstrates a sound understanding of safeguarding. She has completed various safeguarding courses to build on her understanding of how to keep children safe. She completes fire drills to teach children about fire safety and ensures children are safe when walking in the community. However, the childminder fails to adequately supervise children when they are eating. This compromises children's safety and well-being.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure children are within sight and hearing at all times when eating	17/10/2023

ensure a well-thought-out and planned curriculum is implemented to meet the individual learning needs of all children, considering how children learn best	24/10/2023
provide an enabling environment to ensure children's learning is extended through challenging and engaging activities	24/10/2023
ensure children's individual care needs can be met at all times.	17/10/2023

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

- promote children's understanding of healthy eating to improve their knowledge and develop healthy habits.

Setting details

Unique reference number	313360
Local authority	Kingston Upon Hull City Council
Inspection number	10297589
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	9 May 2023

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, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and the children.

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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