

# Childminder report

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Inspection date: 29 January 2024

<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 have strong bonds with the childminder, who knows them well. They are confident to seek her out for comfort when needed. The childminder nurtures children's emotional development. She provides a calm and soothing environment for children to learn, explore and build friendships.

Children learn to understand the behaviours and boundaries that are expected of them. For example, they help to tidy away some of their toys to make the area safe for younger children to walk around. Children share their resources well and use lovely manners. The childminder gently reminds children to take turns when playing with the dinosaurs. Children's behaviour towards their friends and adults is wonderful and helps children to feel safe and secure.

Children are well prepared for their next stage of learning and starting school. For example, the childminder ensures that children have access to, and play with, toys that positively reflect the skills and knowledge they will need. For example, children practise their fine motor skills by using small connecting bricks. They are inquisitive and ask lots of questions as they compare their dinosaurs to the ones in the books. Children become immersed in their learning, as the childminder knows what captures their curiosity.

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

- The childminder is experienced and has a thorough understanding of children's individual needs and interests. She observes and tracks children's learning carefully. This enables her to identify and plan effectively for the children's next stage of learning. Children make good progress from their starting points in all areas of their learning and development.
- Children's communication and language development are supported well, overall. The childminder is a wonderful role model as she calmly repeats words and recalls past learning experiences. For example, children confidently talk about the dinosaurs and what they eat. They link this information to the story books the childminder reads. Children learn and understand the meaning of a wide range of words through their play and storytelling.
- Children learn how to keep themselves healthy. The childminder teaches them the importance of making healthy choices. Children confidently demonstrate yoga poses they have been practising for their well-being. Children understand the importance of washing their hands before eating and after personal care routines. However, at times, the childminder does not use these opportunities to extend children's conversations and knowledge even further. For example, when children have been running and feel their beating heart, the childminder does not explain why this is.

- Children benefit from exploring the city with the childminder. They go on the bus to visit museums and walk along the pier. Children help to preserve the green space and trees at the community orchard. This helps children to have a good knowledge of the world and community around them.
- Mathematics is incorporated into children's routines and activities. The childminder asks children to count in sequence and to compare size and quantity. For instance, she uses words and phrases such as 'big' and 'small' and 'how many more'. Children gain a good understanding of early mathematical concepts.
- Children are encouraged to carry out simple tasks for themselves, such as taking off their own coats and shoes. Children spread their own cheese onto their crackers and pour their own drinks. The childminder provides children with healthy snacks and fresh drinking water.
- Partnerships with parents are wonderful. Parents value the lovely, caring relationships the childminder has with their children. The childminder takes time to speak to parents daily to pass on information or just to reassure them about their child's well-being. Parents value the extensive experiences that the childminder provides for their children.
- The childminder continues to develop her skills and knowledge. She attends regular update meetings to ensure she is aware of any recent changes to early years policy and practice. The childminder attends professional development training courses to increase her understanding on subjects such as speech and language and safeguarding children. This supports her to put in place an effective curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- provide children with more opportunities to extend conversations and knowledge even further, so that they make even better progress in their learning and vocabulary.

## Setting details

<b>Unique reference number</b>	313341
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10308078
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 March 2018

## Information about this early years setting

The childminder registered in 1994 and lives in Kingston upon Hull, East Yorkshire. The childminder holds a degree in childcare. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Jo Clark

### 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 childminder.
- 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 these were having on children's learning.
- Children spoke to the inspector about their experiences in the childminder's setting.
- 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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