

Childminder report

Inspection date: 11 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and have a warm and caring relationship with the childminder, who knows them well. The childminder follows each child's individual routines to ensure that their emotional welfare is a priority. The childminder is a wonderful role model for children. She promotes kindness and teaches children to take turns and share the resources available for them. The childminder puts children at ease and is responsive to their needs. For example, when children become tired, they seek the childminder out for reassurance. The childminder offers them cuddles and takes time to comfort them. Children respond well to her warm approach and quickly settle back into their play. Children demonstrate that they feel safe and secure at the childminder's home.

Children benefit from the childminder's child-centred curriculum. She has consistently high expectations for all children in their learning. Children make positive progress in their communication and language and their physical, social and personal development. The childminder has a good understanding of how children learn and continually builds on what children know and can do. Children master the key skills they need for their future development and are well prepared for school. For instance, from an early age, children develop their hand-eye coordination and independence extremely well, such as when they chop up fruit and learn to hold and control a pencil effectively. This helps children to make good progress in their learning and development.

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

- The childminder's curriculum provides children with early mathematical knowledge. Children confidently count to 10 and can identify numbers and quantities as they build the number caterpillar. They count how many strawberries they have eaten and recognise some basic shapes in their pictures. This helps children develop their mathematical skills and understanding of number.
- The childminder provides a language-rich learning environment. She models language excellently for children to learn from and skilfully teaches children of all ages how to use new words in context. Children are confident communicators. For example, older children talk to others clearly, listen intently and respond with relevant responses. However, the childminder has not considered the impact that background music has on children's abilities to listen and understand new conversations. This reduces children's opportunities to develop their communication skills to an even higher level of learning.
- The childminder provides a variety of experiences for children outside of her home. Children attend song and dance sessions at the local library. They join in craft activities and enjoy developing their physical skills at the soft-play centre.

The childminder teaches children to be observant when out walking. This provides children with a greater understanding of the world around them.

- Children learn to consider the needs of others and identify possible risks to younger children. For example, when older children have very small resources, they understand they do not let the younger children play with these, discussing playing with these when younger children are asleep. This helps children to learn to consider the safety of others.
- The childminder makes regular assessments of children's learning and development to ensure that children are making good progress. She identifies any gaps in children's learning quickly. The childminder provides activities that will give children the skills and knowledge they need to make even better progress.
- The childminder is aware of children's allergies and dietary requirements when serving food and makes sure that these are adhered to. She has undertaken additional training to ensure that she understands how to treat children's allergies in case of an emergency. This helps to keep children safe.
- The childminder has completed a variety of training courses to ensure that her skills and knowledge are up to date and relevant. She regularly attends training with the local authority and seeks out her own professional development in areas that she would like more knowledge.
- The childminder has positive partnerships with parents. She keeps parents up to date about their child's progress with regular conversations. The childminder provides parents with advice and support when needed, such as potty training. The childminder seeks parents' opinions on the care and service she provides to ensure that she provides the best possible care.

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:

- develop children's listening and vocabulary to an even higher level, such as by considering the impact on their listening and speech from background music.

Setting details

Unique reference number	313329
Local authority	Kingston Upon Hull City Council
Inspection number	10346953
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 August 2018

Information about this early years setting

The childminder registered in 1992 and lives in Kingston upon Hull. She operates all year round, from 6.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She occasionally works with two assistants. The childminder provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 on children's learning.
- Children spoke to the inspector about their experiences in the 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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