

# Childminder report

---

Inspection date: 15 October 2024

---

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

The quality of education	<b>Outstanding</b>
--------------------------	--------------------

Behaviour and attitudes	<b>Outstanding</b>
-------------------------	--------------------

Personal development	<b>Outstanding</b>
----------------------	--------------------

Leadership and management	<b>Outstanding</b>
---------------------------	--------------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children truly flourish in the care of the childminder, who knows the children exceptionally well. They confidently explore the learning environment, which is superbly planned to create curiosity. Children are visibly proud when they are praised for their achievements. For example, children have big smiles on their faces when the childminder praises them while they chop their fruit. This helps children to feel safe and secure.

Children benefit from a curriculum that focuses on their individual learning experiences but also provides them with new and interesting opportunities for learning and developing. For example, activities that children are familiar with help them to settle quickly. The childminder then introduces new activities, such as exploring their senses as they feel and listen to the different objects the childminder gives to them. Children demonstrate persistent concentration as they select songs and stories by placing characters on an electronic music box. Children are very happy and engaged in their learning.

The childminder is a wonderful role model for children to aspire to. She is respectful of children's choices, asking their permission before any personal care routines. Children demonstrate that they feel safe and secure at the childminder's home. This has a direct impact on their emotional health as they form secure attachments with the childminder, including those who have recently started.

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

- Activities are carefully created with the interests and learning needs of each child attending. The childminder has an excellent understanding of the patterns in young children's play. She provides lots of opportunities to support these. For example, resources, such as pushchairs and baskets, are provided for children to transport resources around with them. Children's individual learning styles are promoted to ensure that they make the best possible progress.
- The childminder delivers expert teaching. She uses several highly effective strategies to support children's speaking and listening skills. Children make excellent progress in their communication and language skills, including children who speak English as an additional language. Children quickly learn new words through repetition and modelling of simple clear sentences. Babies use words independently in their play that they have learned that day.
- Regular assessment of children's progress ensures that any possible gaps in children's learning are quickly identified. Targeted learning opportunities are provided to support any areas of learning identified. The childminder is knowledgeable about the procedures to follow to ensure that children receive support from external agencies in a timely manner. This helps children to make

strong progress in their learning and development from their starting points.

- The childminder has high expectations of the children in her care and works tirelessly to ensure that children have the very best experiences. Regular visits to soft-play centres help to develop children's physical skills. This also provides children with opportunities to socialise with other children. They develop vital social skills that they will need as they move on to their next stage in education.
- The childminder provides healthy, nutritious meals. She gathers information on children's allergies and dietary requirements when they first start and ensures that these are adhered to. This helps children learn to be healthy.
- Children wash their hands before food and after personal care routines. The childminder teaches children about the importance of healthy teeth and gums. She introduces this through play activities and stories. Children learn their own personal care routines.
- Parents give wonderful praise for the childminder and the care she provides their children, especially regarding their speech and language. Parents are regularly updated about the routines and activities their children are taking part in. Ideas to support children's learning at home are shared with parents. This provides a consistent approach to children's learning and development.
- The childminder has undertaken many professional development opportunities to ensure that her skills and knowledge are current and relevant. This ensures that her teaching offers children the best possible outcomes in their learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	313359
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10357601
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	12 December 2018

## Information about this early years setting

The childminder registered in 2006. She operates all year round, from 5.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She offers the government-funded places for childcare.

## Information about this inspection

### Inspector

Jo Clark

### Inspection activities

- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024