

Childminder report

Inspection date: 24 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder offers children a secure and inviting environment. Children are extremely comfortable around the childminder and enjoy snuggling into her when they read a story together. Children decide what they would like to play with from an assortment of age-appropriate resources. They travel around the spacious, child-friendly environment, choosing if they would like to explore mark making, storybooks, farm animals or wheeled toys. The childminder skilfully enhances their play ideas and helps them to progress well. She plans the outdoor area to increase children's physical development, including various climbing equipment. Children enjoy using their imagination as they play and explore with sand.

The childminder plans learning experiences that reflect children's interests, such as a visit to the local train station. Children recall their visits to see the trains as they build their own train track. The childminder spends valuable time alongside the children and holds conversations with them about their interests, for example, the children talk about similar toys that they play with at home. Children understand their routine and they like helping the childminder to prepare their snack. This helps to boost children's self-esteem and self-confidence. Children are independent. They carefully pour their own drinks and butter their toast before locating their named place mats. They talk to the childminder about their likes and dislikes.

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

- The childminder presents a learning environment that ensures children have access to all areas of the curriculum. In particular, children's personal, social and emotional development is well supported. The childminder successfully helps children to develop their self-awareness. For example, she encourages children to talk about themselves and their home life.
- The childminder gives children the freedom to lead their own play and learning. She interacts with children and successfully enhances their play. Children benefit from the childminder's thorough evaluation of their development. The childminder regularly reviews children's next steps and implements activities which improve their learning in all areas.
- The childminder attends regular training to constantly improve her knowledge on relevant topics based on children's learning, helping her to refresh her practice and make improvements.
- The childminder gives children the freedom to develop their independence, which helps them to feel secure and improves their self-esteem. They dispose of their own tissues, wash their hands independently and put their toys away before mealtimes.
- The childminder provides children with a range of experiences that help them to develop good social skills. They learn about their local community and the

people who live and work there. For example, they enjoy visits to the local shops, farm and zoo. Children learn to respect animals and are aware of risks, such as asking permission before they approach dogs in the park.

- The childminder gives children opportunities to increase their knowledge of different cultures and diversity. Children learn about celebrations such as Diwali and Chinese New Year when they make traditional gifts and decorations. The childminder helps children to understand differences in family dynamics as they read books about disabilities and one-parent families. Children are well equipped for experiences in the wider community.
- The children receive many quality interactions with the childminder and listen carefully to the information she relays to them. For example, children respond to the childminder's comments by offering her eye contact and playful gestures of contact and giggles. However, the childminder does not always use these conversations to extend the children's understanding of words and to introduce new vocabulary.
- The parents speak highly of the care that their children receive. They speak about how well their child was supported during their settling-in period. Parents comment on how accommodating the childminder is, particularly during the COVID-19 pandemic when their anxiety was heightened.
- The childminder understands the importance of securing links with local schools and pre-schools. She regularly speaks to other professionals to share children's development and next steps in learning. The childminder ensures that children's learning is consistent with what they are learning at school. This provides children with continuous learning and supports a smooth transition when they start their next educational experience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gains useful information to build on her knowledge so she can recognise different signs of abuse. She regularly attends child protection and safeguarding training to ensure that she knows who to contact should she need to provide children and families with support. The childminder keeps herself connected to other local childminding groups, where important information regarding changes in legislation is discussed. This provides her with information which contributes to the improvement of her policies and practice, in line with the early years requirements. The childminder provides a safe and secure environment for children of all ages which she continuously strives to improve. She supervises children well at all times and completes rigorous risk assessment.

What does the setting need to do to improve?

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

- refine teaching to provide children with further challenge to extend their understanding of new words and broaden their vocabulary.

Setting details

Unique reference number	2500555
Local authority	Solihull
Inspection number	10191474
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Solihull. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides early educational funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nancy Hitchcock

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities throughout the day and took into account the impact these had on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The childminder provided relevant documentation for the inspector to review and check the suitability of adults on the premises.
- The inspector took into account the views of parents.

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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