

Childminder report

Inspection date: 13 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder has a secure knowledge of what key skills she wants children to acquire in readiness for their move on to nursery and school. She ensures her routines and the activities she provides support this learning. The childminder places a strong focus on promoting children's speaking and language skills during her interactions. For example, children show a keen interest in repeating new words that she introduces as they play, such as animal names, body parts and everyday objects. Books and songs are successfully incorporated into the daily routine and enjoyed by children. For example, the childminder sits closely with children as they intently listen to a story and repeat words, such 'nurse', 'plaster' and 'nose'.

The childminder provides a safe and nurturing environment. Children enjoy her company and are eager to take part in the activities provided. For example, children show high levels of engagement as they build with an assortment of building blocks. The childminder places a clear focus on supporting children to share and cooperate, and she extends their language by encouraging them to use two words together. Children know the routines well and screech with delight when the childminder brings in their high chairs in readiness for their snack and lunch. Children enjoy conversations as they eat and consider how their sandwiches are cold as they have been in the fridge.

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

- The childminder knows each child's interests and stage of development and plans a rich educational programme centred around their next steps in learning. She provides an interesting range of activities and experiences to help promote children's learning across all areas. She uses the changing seasons as a base to help provide rich, first-hand experiences for children to connect with the natural world and inspire them to learn.
- Promoting children's understanding of the world is a clear priority. Children take regular walks and learn about living things and the life cycles of animals and trees. For example, children have observed the birthing of lambs and chicks hatching. The childminder helps children learn about their similarities and differences and children have good opportunities to talk about their families. They learn about communities beyond their own experiences and take walks in the local community.
- The childminder is well qualified and prioritises her own professional development. For example, she has undertaken numerous training courses to further increase her knowledge of child development and how to support children to regulate their emotions and behaviour. Parents report they are grateful for the advice and support they receive in helping to manage their

children's behaviour at home.

- Promoting children's health is given good regard. Children have daily opportunities to be physical outdoors and walk to the local school and nursery. The childminder works closely with parents about the benefits of providing their children with a healthy lunch box. She ensures children eat their sandwiches and healthy options prior to eating any treats that are included. She works with parents to ensure their children are registered with a dentist, and she teaches them about the importance of limiting sugary drinks.
- Supporting children's emotional well-being is a clear priority. For example, the childminder tailors the settling-in process according to each child's unique needs to ensure they feel safe in her care. Children increase their self-help skills as they learn to dress and feed themselves, and they are confident in their environment as they choose what to play with.
- Parents are kept well informed about their children's day and care and the activities provided. Parents are extremely positive about the support and guidance they receive on issues such as toilet training and feeding. The childminder makes daily observations of what children enjoy, regularly monitors their development and identifies their next steps in learning. However, the childminder does not frequently share this detailed information with parents to help them further support their children's learning at home.
- The childminder works closely with parents to help identify any areas of development where children may benefit from additional support. She has a good understanding of how to support children with special educational needs and/or disabilities. However, the childminder does not consistently prioritise the sharing of information about children's development with other settings and professionals working with the children.

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:

- strengthen the systems in place for sharing information with parents about children's progress, to keep them better informed and to help them further support their children's learning at home.
- share information with other settings and professionals working with children more consistently, to help further support their developmental progress.

Setting details

Unique reference number	250195
Local authority	Solihull
Inspection number	10376092
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 May 2019

Information about this early years setting

The childminder registered in 1999 and lives in Solihull. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk and discussed how the childminder organises her early years provision.
- The inspector and childminder carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the views of parents.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.

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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