

Childminder report

Inspection date:

5 August 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides an exceptional environment for children of all ages which supports children to be consistently motivated throughout the day. Learning opportunities are in abundance, indoors and outdoors. The childminder uses her wealth of experience and skilful, meaningful interactions to ignite children's interests and extend these experiences. Children are fully engaged in a singing activity and are excited to tell the childminder what they want to sing as they recognise symbols in a picture book. For example, children point to a picture of a spider and make links to a popular children's nursery rhyme. This experience is enriched as the childminder and children talk together about what the spider did and about how it kept on trying and did not give up.

Children access challenging learning opportunities that test their problem-solving skills and build their resilience. For example, when a toy model they have made does not stand up or fit in the box, they become engrossed in resolving the issue. Children also use excellent communication and language to describe how their model is 'too heavy' or 'too light' in places and work out that it needs to be on a flat surface. The childminder extends this learning opportunity as she introduces new vocabulary and asks complex questions to encourage the children to think and express their ideas. Children access the bountiful outdoor area and enjoy experiences that encourage their independence and physical development. The children laugh gleefully as they race around the large open space, using their physical skills on the balance bikes. They move to the water tray where they independently transport jugs of water between equipment.

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

- The childminder has successfully created an interesting and inviting environment that children of all ages love to explore. The space, indoors and outdoors, is full of rich learning opportunities. For example, children thoroughly enjoy water play and using construction bricks, puzzles, books, a role play kitchen, wheeled toys, climbing equipment and child-sized picnic tables.
- The implementation of the curriculum is done using expertly crafted activities and interactions with children. Children are learning an unlimited amount of useful information which helps prepare them for the future. For example, they talk with the childminder about the importance of recycling and healthy eating.
- Children are learning how to respect cultures and diversity and broadening their understanding of differences within the community. They visit a Catholic church and a gurdwara and use information from their experiences in new activities in the setting, such as dressing up in traditional clothing and making bracelets for family members.
- Children with special educational needs and/or disabilities receive exceptional

care with plans that are thoughtfully personalised to meet the children's needs and promote learning achievements. The childminder provides a fully inclusive setting and recognises the importance of adapting routines to provide excellent care for all children.

- The childminder has made strong links with local schools and pre-schools. She shares relevant information with other professionals to ensure children receive a high level of support during times of transition. This helps children to feel confident and secure about moving to their next setting.
- The childminder regularly updates her knowledge about the 'Statutory framework for the early years foundation stage'. She regularly joins in with childminding forums and reviews relevant online information. She uses this important information to evaluate and improve the learning environment and experiences that children receive. For example, the childminder identified that she could do even more with the children, and, together, they are researching and learning about different family backgrounds and the importance of oral health.
- The childminder makes it a priority to make links between the children's home life and the setting to support children's self-esteem and self-awareness. Throughout the day, the children are confident to share their personal experiences with one another. This further extends children's learning of how to be understanding, respectful and accepting of other's differences.
- Parents are overwhelmingly happy with the care that their children receive. They describe the 'exciting environment' and talk about the varied experiences that their children enjoy. Furthermore, parents comment about how pleased and reassured they are when they receive interesting daily updates about what their children have been doing. Parents particularly comment on how much progress their children have made since joining this setting. Children are making excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has exceptional knowledge about identifying signs of different types of abuse and ensuring that children's well-being is monitored. She demonstrates her excellent knowledge of how to report concerns. The childminder has an in-depth understanding of the processes needed to obtain and provide extra support to improve outcomes for children and families. Children are developing a good awareness of how to stay safe. They learn about 'stranger danger', how to interact with animals and how to safely cross roads.

Setting details

Unique reference number	250210
Local authority	Solihull
Inspection number	10071916
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 October 2015

Information about this early years setting

The childminder registered in 1997 and lives in Solihull. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

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 childminder and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed activities and held discussions with the childminder about the impact these had on the children's learning.
- The childminder provided relevant documentation and evidence of the suitability of adults on the premises.
- The inspector read parent testimonials and took these views into account.

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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