

Childminder report

Inspection date: 26 February 2025

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder and assistants. Children settle quickly in the environment, which the childminder has organised to support their individual needs. Children can make choices about their play although the childminder guides them to activities that support what they need to learn next. The childminder and assistants build warm relationships with children in their care. They praise and reassure children, which supports children's emotional well-being.

Children's behaviour is good because the childminder and assistants are positive role models. Children learn about simple rules and how to follow instructions that teach them to begin to manage their own behaviour and to cooperate with others. They start to take turns and share at an early age. During the week, children experience visits to local groups, where they can play, explore and build new friendships. Children have access to a large outside play area, where they have space to move and challenge their physical skills. The curriculum ensures that children learn across the areas of learning.

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

- Following the last inspection, the childminder has taken action to address the actions raised. She has put in place a curriculum that supports children to acquire the range of skills that they will need, to make good progress in their next stage of learning. She has improved her understanding of the 'Statutory framework for the early years foundation stage' to ensure that she is compliant with requirements.
- The childminder and assistants continue to update their professional knowledge. They access training on a wide range of topics to keep pace with any changes in childcare practice, such as safer sleeping. The childminder reflects on her practice and takes account of views of parents and/or carers to continue to drive continuous improvement. That said, she has yet to establish links with other settings that children may attend, so that the focus of children's learning is precisely targeted.
- During an exploratory activity, children use their senses and search for different Arctic animals. The childminder is skilled at challenging older children in what they know and need to learn next. Children find the penguins and match these to the corresponding numerals on picture cards. This supports children's early mathematical skills as they compare the numeral to the actual and they can see what the numeral two looks like, when represented by the penguins. However, on occasion the childminder does not always differentiate well enough during activities to allow all children to fully participate at their own development level. As a result, younger children who have not acquired more complex numerical concepts can become less engaged.

- The childminder has a sharp focus on children acquiring a good command of speech and language. Children hear lots of words and practise what they know during songs, rhymes and stories. Young children begin to show an interest in books as they sit and turn the pages. The childminder uses finger puppets to engage children in rhymes. They look through the book and shout out the different animals as they see them. Some children can identify different colours and name them when asked by the childminder.
- Children enjoy physical play as they build their skills. They follow instructions as they pretend to be sleeping bunnies. They jump up and skilfully hop on one leg. This builds their muscle strength and coordination. Younger children are supported as they hold hands to practise walking. Resources support them to pull themselves up to standing in preparation for walking.
- The childminder is aware of the need to support any children with special educational needs and/or disabilities. She builds close relationships with parents to obtain information about children when they start a placement. She makes accurate assessments of children's development to ensure that the curriculum meets individual needs and to help children make the best possible progress, taking account of their starting points.
- The childminder teaches children about healthy eating and how this keeps them well. Children know that some foods are good for their bones and teeth. Older children become independent in their own care. The childminder and assistants provide good support to younger children and are sensitive to their individual personal care needs.
- Parents and carers say that they are very happy with the quality of care provided by the childminder. There is a consistent approach, and parents are informed about activities and trips. Children arrive and leave happy and are well fed. Parents comment that the good quality has led to their decisions to continue to use the childcare rather than alternative provision.

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:

- reflect further on the different rates at which children develop, so that all activities are planned to meet the individual needs of the children taking part
- consider how partnerships with other providers can further enhance children's learning.

Setting details

Unique reference number	250368
Local authority	Solihull
Inspection number	10372789
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	12
Number of children on roll	10
Date of previous inspection	4 October 2024

Information about this early years setting

The childminder registered in 1996 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 provides funded early education. She works with two assistants. The childminder holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The childminder showed the inspector the areas of the premises used for childcare and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about how they organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to assistants working with the childminder about their roles and responsibilities.
- Parents and grandparents spoke to the inspector and shared their views.
- Interactions between the childminder, assistants and the children were observed throughout the inspection.
- The inspector carried out a joint observation of a small group activity.
- The inspector looked at documentation and reviewed evidence relating to the safe and effective management of the childminding.

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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