

Childminder report

Inspection date: 11 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of the highly skilled childminder. All children, including those with special educational needs and/or disabilities (SEND), make excellent progress towards achieving the next steps in their development. They have extremely positive attitudes to learning and show high levels of determination. Babies benefit from opportunities to explore as they sit, and lie on their tummies and backs. The childminder frequently changes their position so they can investigate from different viewpoints and use a wide range of muscle movements. Older children show high levels of concentration and perseverance as they untie their shoelaces. They show excellent dexterity, for example, as they know to pull the laces to release them from the bow, and then carefully unravel the knot. Children learn the importance of keeping themselves and others safe and well. They develop an awareness of thorough handwashing and about the benefits of the different food groups. This helps them to learn about making healthy choices. Children know what to do in the event of a fire, and the childminder helps them to identify potential risks as they play. They progress extremely well with their knowledge and understanding of the world, and develop their awareness of their local community. Children and babies investigate how balls bounce and roll in different ways. The childminder expertly extends the learning for older children as they use their mathematical understanding to compare how high each ball bounces. Children show fascination as they observe the behaviour of frogs and how they have produced frogspawn. They enjoy using electronic equipment.

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

- The childminder meticulously reviews the quality of her provision and involves parents and children in this process. She continually strives to enhance her practice. For example, she is currently looking at how she can adapt her approach to teaching children's early phonics to provide even greater continuity between her provision and the local school. She is aware of the changing needs of the local community she serves and has implemented new plans to meet these.
- The childminder is highly focused on extending further her outstanding teaching skills. Recent training has helped her to enhance her knowledge of supporting children with SEND. The childminder uses her outstanding knowledge of how to target her planning and teaching to meet children's individual development requirements. In addition, she is a point of contact for other childminders in her area and offers them guidance, coaching and support to plan for children with SEND.
- Partnership working is exemplary. The childminder works extremely closely with parents to gain a comprehensive understanding of children's achievements and care needs. She offers parents valuable strategies to support children's

continued learning at home, such as helping them learn to manage their feelings and behaviour. She fully involves parents in the assessment of their children's development, such as the progress check for children aged between two and three years, and offers ongoing support. This includes supporting them as they liaise with schools and healthcare professionals about their child's development needs. The childminder has an excellent partnership with the local school. For example, she worked with teachers to develop an information-sharing policy between the school and other childminders.

- The childminder has an outstanding understanding of how young children learn. She uses her expert knowledge to meticulously plan challenging activities and learning experiences to ensure that each child has the best possible opportunities to progress. The childminder makes highly intuitive observations of children's play, to adapt her teaching and ensure that she makes the best use of learning opportunities as they arise. For example, she makes precise adjustments to activities, to allow for babies and older children to be equally challenged.
- Children make excellent progress in their physical development based on their individual starting points. The childminder plans specifically targeted support to help children to manage and overcome any difficulties they have in this area of learning. She plans excellent activities to help children to develop their upper and lower body strength. For example, children raise a sensory tray off the ground and carefully roll balls around. They use streamers to practise a range of motions, such as creating circles and lines. This also supports their pre-writing skills extremely well and children then follow these actions as they draw lines and circles on paper. The childminder makes target games progressively challenging to support children's hand-to-eye coordination.
- Children develop high levels of emotional security and build exceptionally close bonds with the childminder. Babies are easily soothed and relaxed in her care. The childminder plans extremely well to help children manage changes in their life, such as starting school. She uses a range of highly effective strategies to help children learn to manage their feelings and behaviour. In addition, she makes careful adjustments to the environment to ensure that each child can relax and unwind in their own preferred way.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of child protection matters. She completes regular training to ensure she has updated information about reporting procedures and local safeguarding concerns. She understands about the various signs of abuse, including those linked to wider safeguarding issues. The childminder completes rigorous risk assessments to ensure that children can play safely at her home and on outings. She has clear procedures in place for managing any accidents that children have and keeps her first-aid knowledge updated regularly. She understands the importance of reporting changes to the ongoing suitability of herself and household members.

Setting details

Unique reference number	250423
Local authority	Solihull
Inspection number	10115971
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	0 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	5 August 2015

Information about this early years setting

The childminder registered in 1999 and lives in Fordbridge, Birmingham. She operates all year round from 8am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare and education qualification at level 6.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents, including evidence of suitability and training.
- The inspector took account of parents' views.

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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