

Childminder report

Inspection date: 2 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 a welcoming, warm and safe environment for children. Children have an assortment of interesting, age-appropriate learning opportunities. They make 'cups of tea' for the visitor and approach the visitor wearing children's sunglasses, demonstrating their confidence and ability to build relationships. Children are excited as the childminder tells them they are starting an activity. They sit at their activity table and wait patiently while they are given various tools, such as pots, tweezers, test tubes and jugs.

Children smile and give the childminder eye contact when a tray of interesting materials is put in front of them to explore. They giggle as they put their hands in different types of cereal and coloured pom-poms. Older children are encouraged to find numbers in the cereal and confidently count out one to five. Younger children are encouraged to recognise coloured pom-poms. They find a green one and smile with glee when the childminder gives them praise. Children explore the outside area with energy and sit nicely on the toadstools, talking about what they are doing while mixing water, mud and leaves together. Children fill their own watering cans and start to water their home-grown carrots and sunflowers. They independently use wands and soapy liquid to make bubbles, which they chase around the outdoor space while jumping and giggling.

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

- The childminder provides a nurturing, safe and homely environment for the children. The setting is colourful, interesting and child focused. Children experiment with their imaginations as they play in the role play kitchen with dolls, dressing-up outfits and cookware. Older children access high-level tables if they want quiet time, while younger children explore the array of jigsaws, books and puzzles.
- The childminder has clear intentions for what she wants the children to learn. The curriculum is varied and supports all areas of learning consistently. The childminder provides differentiated activities to support children of all ages and stages. Children are making good progress.
- Children's next steps in their learning journey are prioritised and constantly encouraged during play. For example, the childminder counts alongside the older children regularly throughout the day, encouraging mathematical progression. The younger children focus on colour recognition and enjoy calling out the colours of the fish in the sensory tubes. However, the process for sharing children's next steps with linked schools and settings is not fully robust. Therefore, children may not receive enough relevant learning opportunities as they transition between settings.
- Children participate in different learning opportunities in the wider community.

For example, they visit the local aquatics centre to learn about fish, reptiles and turtles. They also build on their social skills as they meet with other children and adults during stay-and-play sessions. Children demonstrate sociable, polite and friendly behaviour.

- Children enjoy creating artwork that represents varied cultures and festivals, such as Chinese New Year, Diwali and Eid. This expands their understanding of the world and helps them to learn to respect and value differences and similarities.
- The childminder keeps her knowledge up to date and regularly attends forums and training with other childminders. This helps her to strengthen her understanding and build on the skills needed to continually improve her practice and raise the quality of the provision for children.
- Children enjoy healthy snacks and meals throughout the day. However, the childminder does not make the most of these opportunities to help children develop some key social skills in preparation for their future experiences in the wider community.
- Parents are extremely happy with the care their children receive. They talk about how much progression their children have made since joining the setting, particularly around their knowledge of mathematics and colours, and development of their physical skills. The childminder keeps parents informed of their children's progress through daily messages and photos. Parents report that this helps them to feel comfortable and confident that their children are safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends monthly safeguarding training and forums, ensuring that she keeps herself up to date with changes in legislations and emerging issues in the wider community. The childminder understands how to recognise different signs of abuse. She knows which services to contact should she need to report and share a concern or to gain professional advice in order to support children and families. This helps her to protect children from harm. The premises and equipment are regularly risk assessed, reducing the risk of accidents and injuries to children. The childminder holds a relevant and up-to-date paediatric first-aid certificate and the knowledge required should a child have an accident or injury while in her care.

What does the setting need to do to improve?

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

- enhance processes for sharing information with other professionals to support children's smooth transitions to other settings
- expand on the valuable learning opportunities for children during mealtimes.

Setting details

Unique reference number	2518549
Local authority	Solihull
Inspection number	10207968
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	2 to 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Elmdon Heath, which is north of Solihull Town Centre. She provides care all year round, from 7.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Nancy Hitchcock

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed various activities and discussed, with the childminder, the impact these have on children's learning.
- The childminder and the inspector discussed the learning intent within the setting and the impact it has on the children.
- The inspector read recent testimonials from parents of children who attend the setting, and has taken account of their views.
- The childminder provided relevant documentation for the inspector, to evidence the suitability of all adults living on the premises.

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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