

Childminder report

Inspection date: 9 November 2022

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 are happy and settled and show through their behaviour that they feel safe and secure in the childminder's care. They behave well. Clear boundaries are in place and the childminder gives lots of praise and encouragement, recognising children's efforts and achievements. Relationships between children and the childminder are good and clear attachments have been made. Children seek cuddles and reassurance, especially when there are visitors to the home. They are learning to recognise emotions through books and the childminder talks to them about how they are feeling. Children take time to create faces with bread and different toppings as part of these discussions.

Children develop their independence, making choices and following their interests. Their love of books is nurtured. Children enjoy choosing books and listen intently as the childminder reads to them. They join in with familiar words and rhymes and eagerly tell the childminder when they recognise animals and characters in the story. Regular visits to the library build children's awareness of the community around them. Children enjoy exploring colours using various paints and crayons. They make swirls and patterns on paper and are supported well as they learn to share and take turns. Children are physically active, moving up and down the hallway on small, wheeled toys, moving safely with confidence and control.

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

- The childminder has made significant improvement since her last inspection. The childminder has good routines to help children settle into her care. Time is spent getting to know the parents and their children over a few days. The childminder gathers detailed information from parents about their child's individual care needs, routines and what they can already do. She uses this to plan effectively from the start to provide activities that capture children's interests and help them relax into their day.
- The childminder observes children throughout the day and uses her observations to identify their future learning needs. She plans activities and experiences, taking account of children's interests. The childminder works closely with parents to support children and provide consistency between the childminder's setting and home. However, the childminder has not looked at ways of gaining the views of parents to help her to evaluate and improve her provision further.
- The childminder encourages children's language development well. She uses lots of repetition of words and always ensures that she says words correctly, so that children hear the correct pronunciation. The childminder asks children questions, particularly when looking at books and during activities, to encourage them to tell her what they are doing. Children show pride in their work and are eager to share with her what they have created, such as when painting.

- Mealtimes are social occasions. Children enjoy healthy foods, which include fresh fruit and vegetables. They help themselves to fresh drinking water and recognise which is their drinking bottle. Children's health is further supported as they spend lots of time outdoors each day.
- Children's independence is encouraged throughout the day. They understand and follow good hygiene routines, washing their hands at appropriate times and nose wiping is supported. Children rest and sleep according to their needs and the childminder quickly recognises when children are becoming tired. Effective nappy changing routines mean that children remain comfortable throughout the day. The childminder works with parents to meet milestones, such as toilet training.
- The childminder has welcomed support from the local authority since her last inspection and reviewed how she operates her provision. However, the childminder has not considered professional development opportunities that will help her to continually develop her knowledge and skills.
- Children develop an understanding of diversity and the wider world. They talk about celebrations and cultural events that take place during the year. Children see positive images of people with different skin tones and abilities through books, small-world figures and dolls. They meet a wide variety of children at groups they attend, which supports their social development. The childminder supports children who speak English as an additional language. She seeks key words to use with the children to help aid their communication when in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good awareness of the various signs that may indicate that a child is at possible risk of harm and abuse. She understands who the relevant agencies are to contact if a child is in danger or if an allegation is made about herself or her family. Effective steps are taken by the childminder to ensure that children play in a safe and secure environment. Children are only released into the care of known adults. The childminder encourages children's awareness of safety, especially when near roads and when using equipment at the park.

What does the setting need to do to improve?

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

- review procedures for gaining the views of parents to help evaluate practice and enhance the provision even further
- consider professional development opportunities to help to enhance knowledge and skills further and raise outcomes for children.

Setting details

Unique reference number	2520414
Local authority	Solihull
Inspection number	10252793
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 July 2022

Information about this early years setting

The childminder registered in 2019 and is located in Meriden, on the outskirts of Coventry. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, excluding family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- This was the first routine inspection the setting 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 childminder.
- The inspector completed a tour of the setting and discussed the curriculum with the childminder.
- The inspector observed activities and the interactions between the childminder and the children.
- The inspector looked at relevant documentation, such as a sample of policies, including risk assessments, and evidence of the suitability of people living in the home.
- The inspector spoke to the children at appropriate times during the inspection.

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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