

# Childminder report

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Inspection date:

4 August 2022

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Not applicable     |

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

### The provision is outstanding

Children thrive in the childminder's care. The childminder carefully considers every child's unique qualities, interests and needs. Children have vast opportunities to repeat activities and to have a go. For example, young children remain highly engaged as they explore various objects. They persist at opening and closing differently sized containers, post an array of materials and shapes with precision, discover how different fastenings work, and build with various blocks. This helps them develop their hand-eye-coordination and muscle control very quickly. The progression children make can be clearly seen as children master putting on their own shoes and socks from a young age. They are gaining key skills to prepare them for the next stage in learning and beyond.

There is a strong focus on talking to children in this setting. The childminder and her assistant engage children in conversations and introduces them to a wide range of stories, songs and rhymes. They are skilful in modelling language and narrating children's play. Consequently, children become confident communicators from a young age. The childminder and her assistant are in tune with every child's needs. They expertly decide when to step back to give children time to explore, problem solve and develop their own ideas. They provide challenge and adapt experiences to help all children remain highly engaged. This supports children to flourish and make rapid progress in all areas of their development.

Children's behaviour is impeccable. They learn from a young age to be respectful of their environment and to be kind and considerate to others. For example, children show real empathy as they wash the dolls; they seek each other out and share resources to include each other in their play. This is attributed to the excellent role modelling from the childminder and her assistant. Children build quickly their independence. They ooze confidence as they move around the childminder's home.

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

- The childminder is an exceptional leader and is proactive, along with her assistant, at completing training and research. This results in the childminder's ethos and curriculum being clearly embedded throughout the provision, and children benefit from consistently high-quality teaching and learning. For example, they truly value and listen to children, teaching them many words to develop a strong understanding of language. As a result, children show a real eagerness to talk. They narrate what they are doing, ask questions and follow instructions with ease.
- The childminder and her assistant know exactly where children are in their development and what they want them to learn next. They make sure their language, the environment, and resources are available to support this learning.

They plan meticulously what trips to take children on to support children's learning of the world around them. This has been a particular focus following the COVID-19 pandemic. Children show what they have learnt from a recent trip as they talk about the trains on the bridge.

- Children recall the songs they know, and the childminder and her assistant enthusiastically join in when children initiate singing. The childminder and her assistant leave gaps in songs for the children to recall the missing words, which children do with increasing confidence. This helps children build on their knowledge of nursery rhymes and to know and remember more words. Children develop a love of books from a young age. They independently choose to look at books and talk about what they see in the pictures. Children learn to handle books with respect and turn the pages confidently. They show a real excitement as they turn the page to see what will come next.
- The childminder skilfully knows when children need help and provides the right amount of support to encourage them to keep trying until they achieve. She is extremely sensitive and provides praise and reassurance to help children overcome barriers. Consequently, children develop confidence and independence for learning. They are curious and inquisitive and show persistence with trying new things. Children learn very early to regulate their own behaviour and gain the words to say how they feel. They confidently make their needs known, and show how proud they are once they achieve a task.
- The childminder and her assistant put children at the heart of their practice and involve them in everything they do. For example, children are fully involved in the routines of the day. They know how to empty their food into the bin once they have eaten and independently get a cloth when they spill their water. Children delight at helping each other to mop it up. Children make decisions about healthy-food choices and what they want to play with. The childminder and assistant are sensitive at nappy time and ask the children if they can change their nappy. They talk through the process of what they are doing. This supports children's developing independence and respect for themselves and others.
- The childminder builds strong partnerships with parents. She works closely with parents to support children with transitions, such as toileting and changes in sleep routines. The childminder swiftly discusses with parents any concerns about children's progress and works closely with them to put targeted support in place to close gaps quickly. The childminder recognises the needs of each family and, if changes occur, they openly talk about how they can support the children in the setting. This helps to ensure consistency in developing children's emotional well-being. Parents' written comments are consistently positive. They put their children's excellent progress down to the education and care the childminder provides for them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong understanding of their responsibility to safeguard children. The childminder has detailed policies and

procedures that she has written in line with the local procedures. She shares these with her assistant and parents. The childminder and assistant know the signs to look out for and are fully aware of the procedures to follow should they have a concern about a child in their care. The childminder ensures that children's safety is paramount. Children develop an understanding from a young age of how to keep themselves safe. They are encouraged to listen and follow rules and boundaries. Children are encouraged to take measured risks and this supports their development well. They have mastered walking down the steps with ease and are shown how to use tools safely.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2521805                                                                           |
| <b>Local authority</b>                             | Solihull                                                                          |
| <b>Inspection number</b>                           | 10208099                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 34                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in the Shirley area of Solihull. She operates from 8am until 5pm, Monday to Friday, term time only. The childminder works with a co-childminder and an assistant. The childminder has completed a level 4 early years qualification.

## Information about this inspection

### Inspector

Emma McCabe

## 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder, assistant and children.
- The inspector viewed several parents' emails during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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