

Childminder report

Inspection date: 27 July 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 provides a welcoming, stimulating and nurturing environment. Children are well respected and listened to. The children have formed strong relationships with the childminder. This helps them feel safe and secure. The childminder sets out a range of interesting activities that support children's interests. For example, children enjoy playing with play dough. They have fun making balls and worms, naming the different colours of play dough, and counting it. Children also spend lots of time threading beads on laces to enhance their coordination and smaller hand muscles. The childminder skilfully talks to children about what they are doing. She asks open-ended questions and gives them lots of encouragement, which helps them to persist and supports their language and communication. Children also learn about numbers as they count, which supports their mathematics. The childminder has a broad range of books and stories. Children enjoy regular daily story sessions. They are familiar with some of the stories and are able to talk about them.

Children show positive behaviours. They respond well to clear boundaries, regular praise and consistent routines. They show positive attitudes to learning and make good progress from their starting point. This ensures children are ready for their eventual move on to school or nursery.

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

- The childminder has a robust settling-in procedure that is tailored to each child and is reviewed by parents and the childminder. This ensures children are happy, settled and ready to learn when they start. The childminder gathers detailed information from parents about what children can do and are interested in. She uses this information to plan interesting activities for children. However, she does not use the information gathered from observations and assessments to sharply focus planning on what children need to learn next, to ensure they are fully prepared for their next stage in learning.
- The childminder promotes communication and language well. She asks open-ended questions and has many interesting conversations with the children. She models language well and actively listens to what children have to say. The childminder reads to children daily, which helps to increase their vocabulary and understanding of new words. As a result, all children make good progress in their speaking skills.
- Parents speak very highly of the childminder. They feel she provides a home-from-home, nurturing and stimulating environment. Parents are happy with the detailed regular feedback they receive. They also comment on how much their children look forward to attending, and how happy they are at the setting.
- The childminder acknowledges all the great things children learn and do. The

childminder is a positive role model. She is attentive, calm and gives children lots of praise and encouragement. This leads to positive behaviour, high levels of self-esteem and good emotional well-being.

- The childminder and her co-childminder are a good team. They continuously evaluate their setting and work hard to maintain good standards. The childminder and her co-childminder also regularly meet to share ideas and best practice.
- The childminder attends regular mandatory training to update her knowledge on paediatric first aid and safeguarding. She also accesses regular training opportunities and meetings to continuously update her skills and knowledge.
- The childminder shows a good understanding of equality and diversity. She acknowledges and celebrates the uniqueness of each child in her setting and teaches children about differences and diversity through resources and carefully planned activities. Children are also taken on visits to parks and local attractions. This provides them with the opportunity to socialise in larger groups and develop their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her setting is secure and safe. She is able to identify and minimise risk by putting in place safe measures. The childminder is able to recognise possible signs and symptoms of abuse and knows the procedure for reporting any safeguarding concerns. She understands the local child protection procedures to report concerns about children and in the event an allegation is made against her. The childminder regularly attends safeguarding training. She keeps all records and required documentation accurate and well maintained.

What does the setting need to do to improve?

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

- use the information gathered from observations and assessment to focus even more sharply on what individual children need to learn next and build on what they already know and can do, to ensure that all children make the best possible progress.

Setting details

Unique reference number	2526297
Local authority	Solihull
Inspection number	10208300
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She works with another childminder in Castle Bromwich, Solihull. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kiri Gill

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of staff qualifications.

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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