

Childminder report

Inspection date: 25 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

Children are well-motivated to play, learn and make new discoveries. The childminder helps them to try new things and develop a 'can-do' attitude, such as trying new food. Children make confident choices about what they want to play and learn. For example, they look at visual prompts of the resources available and make their choices.

Children make good progress in their learning and are well-prepared for their move to school. They develop a good level of independence and successfully manage their personal care routines. Children have good social skills and develop friendships. They eagerly invite other children into their play and make plans together. For example, they decide to put plastic bugs around the garden to 'trick' the other insects. Conversation flows easily between children and the childminder. Children are very happy in her care and make close bonds with her.

Children progress well with their mathematical understanding. They learn to count and compare the size and shape of various objects. For example, they recall the shapes of different breakfast cereals. Children have a secure understanding of the properties of shapes. They know that a triangle has three points and explain that a rectangle is a 'stretchy square.' Children concentrate as they look for similarities to find pairs of matching socks.

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

- The childminder completes regular training and research to ensure that she keeps her knowledge updated. She reviews the service that she provides and makes effective improvements. For example, she has enhanced her documentation for completing the two-year-old progress check. She has also explored a variety of ways to help children to review their learning and to celebrate their achievements.
- The childminder has a general overview of children's progress and targeted learning areas. She has considered what the priorities are to develop a curriculum for the children who attend. Overall, this helps her to plan well for children's learning. For example, she identified gaps in children's achievements and experiences because of COVID-19. She adjusted her curriculum to help children to catch up in their learning. However, she does not use her observations of children as precisely as possible, to identify what they already know and how to build on this further.
- The childminder makes good use of additional funding to ensure it supports the children it is intended for. She takes account of children's individual interests and preferred learning styles to buy resources that enhance their play and learning.
- Parents speak positively about the care their children receive and appreciate the

wide range of learning experiences that she provides. The childminder has strong partnership working with parents. She regularly exchanges information with parents about children's learning achievements. She gives parents ideas to support children's continued learning at home. However, the childminder is yet to develop fully successful partnership working with staff at settings where children also attend, to provide continuity in their learning.

- The childminder priorities children's emotional development. She works closely with parents to make adjustments to children's transition arrangements to meet their individual needs and help them to settle well. Children respond well to the encouragement and praise they receive for their achievements. The childminder successfully helps children to learn to manage their feelings and behaviour. This includes understanding the reasons for rules, such as to keep them safe. Children behave well. They develop a sense of responsibility and help to tidy away. They are keen to help with everyday tasks, such as helping to prepare snack.
- The childminder skilfully supports children's communication and language development. She provides them with good language models and helps them to extend their vocabulary and understanding of new words. Children confidently articulate their ideas and share their plans. For example, they decide how to sequence an activity and explain what they will do first.
- Children have good opportunities to develop their physical skills. They concentrate as they shape play dough, using their hands and tools. They know how to roll the dough into a sausage shape and how to use scissors to cut it up. They enjoy opportunities to be physically active and explore different movements, such as how to move their body to use a swing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily checks of her home and garden to ensure children play in a safe environment. The childminder attends safeguarding training to keep her knowledge and skills updated. She has a good understanding of the signs and symptoms of abuse. She knows what she would do and who she would contact if she has any concerns about a child's welfare. The childminder keeps updated about current online risks and teaches children how to stay safe when they use technology. She maintains all the required records that are in place for children's safety, such as procedures relating to administering medication.

What does the setting need to do to improve?

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

- extend partnership working further to exchange information about children's progress when they also attend other settings, to provide continuity in their

learning

- use observations and assessments to precisely identify what children already know, to inform teaching and help to fully secure children's understanding.

Setting details

Unique reference number	2534217
Local authority	Solihull
Inspection number	10208537
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Castle Bromwich, Birmingham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She receives funding to provide free early years education for three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the provider 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 and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The childminder and the inspector completed a joint observation.
- The inspector held discussions with the childminder and children and took into account the views of parents.
- The inspector sampled some of the childminder's documentation, including 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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