

Childminder report

Inspection date: 3 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

Children are happy and settled. They are well cared for by a friendly and caring childminder who provides them with a home-from-home environment. Children forge positive relationships with the childminder and their peers. Less-confident children seek reassurance and a cuddle from the childminder when faced with unfamiliar situations. Children show empathy and compassion towards their peers. For example, they are quick to pretend that they have an ice pack to make bumps better, and provide hugs to those who have bumped themselves. Children's manners are impeccable. All children use 'please' and 'thank you' without being prompted.

Children make choices in their play from a range of activities that are purposefully planned to support their ongoing learning and development. Children develop their imagination. They say that a bag they have is 'garbage' and pretend that they are collecting it to throw it in the bin. Children learn to use tools correctly as the childminder demonstrates how to use toy screwdrivers and hammers to fix construction pieces together to make a slide.

Children learn about cultures and festivals that are different to their own. They enjoy tasting food from around the world. Children learn about their local community as they go for walks and trips to local parks and the library.

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

- The childminder is well qualified and experienced. She is passionate about her role, and her enjoyment of being with the children is evident. The childminder successfully evaluates her provision and is quick to recognise where improvements can be made. She meets with other childminders to share information and ideas. Although the childminder attends some training, this is not focused specifically on raising the quality of teaching. She has also identified that this is an area where she feels she can improve.
- The childminder knows the children well. She finds out about children's interests and what they already know and can do before they start, and uses this information to plan activities that will support children's learning from the outset. The childminder tracks children's progress to help her to recognise where there are gaps in children's learning so that these can be swiftly addressed. As a result, all children make good progress from their individual starting points.
- Children's communication and language skills are given high priority. The childminder continually engages children in conversation and talks to them about what they are doing. She extends children's communication and introduces new words. The childminder recognises where children need some additional support with their communication, and works closely with parents and other

professionals to ensure children receive any additional help they may need.

- Behaviour is managed appropriately. The childminder discusses strategies to deal with children's behaviour with parents so that it is consistent between home and the setting. Any unwanted behaviour is dealt with calmly and the childminder explains to children the importance of playing nicely together so that everyone is happy. The childminder provides children with lots of positive praise and encouragement to help raise their self-esteem.
- Children thoroughly enjoy looking at books and listening to stories. They turn the pages of the book and excitedly talk about the pictures they can see. They repeat familiar phrases and know what happens next. The childminder reinforces language as she names objects and waits for children to respond with the word.
- The childminder shares information with other settings or schools where children also attend. However, she does not consistently share information when children move on to other settings or schools, to ensure consistency in children's care and learning.
- Partnerships with parents are strong. The childminder shares information with parents about their child's progress and provides ideas for them to continue their child's learning at home. Parents comment that they are happy with the care their children receive.
- Children thoroughly enjoy playing with play dough. They concentrate as they mould the dough into shapes, such as a knight's shield and a dragon's neck, and carefully place them on the missing shape on a picture. The childminder talks to the children about the shapes they are making and introduces colours and numbers to further children's mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to protect children from harm. She attends training to keep her safeguarding knowledge up to date. She is able to recognise and name the types and signs of abuse and knows where to seek advice should she need to do so. The childminder's home is safe and secure. She talks to children about keeping themselves safe as they play. Children regularly talk about and practise how to leave the premises quickly in an emergency.

What does the setting need to do to improve?

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

- seek professional development opportunities that help raise the quality of teaching to a higher level and improve learning outcomes for children
- share information when children move on to other settings, including school, to promote continuity in children's care and learning.

Setting details

Unique reference number	2573868
Local authority	Solihull
Inspection number	10239559
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Smiths Wood area of Solihull. She operates from 7am to 6pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rebecca Johnson

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 childminder and has taken this into account in their evaluation of the setting.
- Ongoing discussion was held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.
- The childminder and the inspector discussed the curriculum and the impact of activities on children's learning.
- The inspector spoke to children and parents at appropriate times during the inspection and also took into account the views of parents from written feedback.

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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