

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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive cheerfully to the setting and are embraced by the childminder, who is kind and caring. They settle swiftly into the well-organised, inviting and stimulating environment. Interesting toys and resources are set out for babies to access. Babies enjoy rolling around on their tummies, crawling and reaching for toys. They are able to grab, shake and pass them from one hand to another. This supports them to strengthen their muscles and develop their coordination. Older children enjoy independently accessing what they want to play with from the well-ordered drawers. They love playing with the role play toys, talking about what they are doing and sharing ideas. The childminder models good language and asks them interesting open-ended questions. This supports children's communication, language and social skills.

Children show excellent behaviours. Older children are kind and helpful towards younger children. All children respond well to encouragement and regular praise from the childminder. This contributes to their high levels of self-esteem. Children show positive attitudes to learning. They all make good progress from their starting points. All children gain the skills and understanding they need for their future learning, and eventual move to school.

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

- The childminder has a good settling-in procedure that is tailored to meet the individual needs of each child. This ensures children feel secure, settled and ready to learn when they start. The childminder builds strong relationships with parents and/or carers, which supports children to settle happily. The childminder gathers detailed information from parents about their children and what they need to learn next. This information is used to plan interesting activities that further extend children's learning.
- Children benefit from the strong relationships the childminder forms with the local nursery and school. This keeps children safe, ensures they have a sense of belonging and supports a smooth transition when they move on to school.
- The childminder promotes communication and language well. She is a good role model, ensures all children are given the opportunity to be heard, and uses her skills to ask open-ended questions during play and conversations. This helps increase children's vocabulary, confidence and understanding of new words.
- Parents speak very highly of the childminder. They report that their children are enthusiastic to learn, look forward to attending and that they are very pleased with the detailed feedback they receive.
- Children make their own lunch and have great fun doing this. The childminder gives children healthy food to choose from when making their own sandwiches. However, the childminder does not use this opportunity to teach children about

the benefits of healthy eating and regular exercise.

- Children develop independence and self-help skills during routine times of the day. For example, children wash their own hands ready for lunch, attempt to put on their own shoes and help to tidy up throughout the day.
- The childminder attends regular mandatory training. This ensures she keeps her knowledge and skills up to date. She has recently attended safeguarding training and paediatric first-aid training. This contributes towards keeping children safe.
- The childminder and her co-childminder work well together to evaluate the service they provide and discuss ways to raise and maintain good-quality teaching and care. For example, they meet at the end of each day and discuss the things that have gone well, how the children are progressing and the activities that are on offer.
- The childminder fosters a culture of equality in her setting. Children learn about differences and diversity through carefully planned activities. The childminder recognises all children as individuals and ensures she meets their individual needs and requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her, she knows the procedures she must follow to report these concerns.

Documentation that is required is well maintained and the childminder ensures that her records are accurate. This helps to keep children safe. Safeguarding policies and procedures are implemented effectively to protect children from the risks of harm. The childminder regularly checks the environment to ensure it is safe for children to attend.

What does the setting need to do to improve?

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

- provide children with opportunities to discuss healthy eating practices and the importance of exercise, to promote their good health.

Setting details

Unique reference number	257557
Local authority	Solihull
Inspection number	10232989
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	5 February 2020

Information about this early years setting

The childminder registered in 1995 and lives in Castle Bromwich, Solihull. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

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 held discussions with staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector reviewed written feedback and letters from parents.
- The inspector spoke to 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022