

Childminder report

Inspection date: 14 February 2023

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 develop secure attachments with the childminder. They seem happy and comfortable in her care. Children enjoy spending time with the childminder and often seek her out to join in their play. The childminder models the expectations she has for children. They look to her for guidance when they feel unsure.

Children's communication and language development is a key feature in the childminder's curriculum. Children sit with the childminder and share stories. They enjoy listening to a story about a caterpillar. They talk about what food the caterpillar eats and what they can see in the book. The childminder uses opportunities to ask children questions about the story and the foods they like to eat.

Children enjoy learning about people who help them. They talk with the childminder about a police officer, who is coming to see them. The childminder prepares children well for their visit as she talks to them about what the police officer does. She shows children pictures of equipment and uniform used by police and asks children what they can see. Children identify magnifying glasses and phones and talk about what these are used for. Children show curiosity and interest as they learn about what police officers do.

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

- The childminder designs a well-sequenced curriculum. She uses children's interests to extend their learning and offers real experiences to develop their knowledge and skills further. For example, children plant seeds in her garden and watch over time as they change and grow into flowers.
- The childminder uses assessment effectively to plan further learning experiences for children. She knows children well and accurately identifies their current stage of development. She provides opportunities for children to practise their existing skills and build on these further.
- Children learn to develop their confidence alongside physical skills. The childminder helps children to become more comfortable when using climbing equipment. She supports children to climb steps to the slide and stays close as they make their way back to the ground. Children smile as they become more skilled at using the equipment.
- Children develop their imagination. They dress up in costumes and pretend to be police officers and doctors. They talk about what they would do in those roles and how they would help others. The childminder asks children about what they are doing to extend their thinking; however, at times she provides answers for children before they have time to respond. This reduces opportunities children have to fully develop their own ideas.

- Children develop a love of books. They visit the local library weekly and choose books to share with parents at home. The childminder provides a communication diary for parents to share how their children have enjoyed their chosen books. Parents comment on the animals children have recognised and the fun they had making animal sounds together.
- Children behave well. They play cooperatively and share toys with each other. When conflict arises, the childminder calmly supports children to consider the feelings of others' and understand the impact of their behaviour. Children learn to be empathetic and resolve differences quickly.
- Parents speak highly about the care their children receive. They comment on how their children's confidence and general development has progressed. They appreciate the support they have received as a family unit and describe the childminder as friendly and caring. They receive regular communication about their children and appreciate the learning experiences provided for their children.
- The childminder is reflective about her role. She identifies areas of practice which could be developed further and is proactive in finding ways to address this. She makes links with professional organisations to broaden her own knowledge and skills and encourages parents to contribute to the improvements she implements into her childminding practice. She is committed to providing a high-quality learning environment for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She recognises signs which may mean children are at risk of harm. She can describe the importance of recording information and sharing this with relevant agencies. She knows who to contact if any concerns arise and considers the impact on children's development. She works closely with safeguarding partners and families to ensure children's needs are prioritised. She knows what to do in the event of any allegations being made against herself or anyone in her home. She attends mandatory training and keeps up to date with safeguarding developments.

What does the setting need to do to improve?

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

- improve teaching techniques to allow children time to process information and develop their own ideas further.

Setting details

Unique reference number	2595408
Local authority	Solihull
Inspection number	10263291
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	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works in Solihull in the West Midlands. She operates all year round from 9am to 4pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Christine Ward

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 that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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