

Childminder report

Inspection date:

8 December 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 confident explorers. From the beginning of the day, they independently arrange and narrate their play. Children are engrossed in activities of their choice. The childminder plans the learning environment to reflect children's interests and the current events. The childminder excitingly responds to children and introduces early mathematical concepts. For example, children hide elves in Christmas boxes and count them. The childminder supports children's independence well. She encourages children to try and test their ideas before they ask for help. Children happily participate in routine activities, for example, tidy-up time. The childminder ensures that tasks are exciting to children. Children demonstrate a sense of pride when achieving small tasks.

Children's behaviour and manners are impeccable. Children ask for a towel to clean their hands and table after play. The childminder encourages children to think about their choices. She praises children for making good choices and their use of manners during play. This helps children to gain self-confidence and be self-assured. Children are skilful communicators. They develop good language and literacy skills. Young children enjoy listening to many stories throughout the day. They enjoy learning traditional nursery rhymes. The childminder introduces new words that greatly extend children's language and communication skills.

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

- The childminder constructs her curriculum based on children's interests and their developmental stages. She gathers information about children's activities at home and extends their learning further.
- The childminder plans activities that support children's development in all areas of learning. Children use their handling skills to carve winter decorations out of dough. They make patterns and use newly-gained vocabulary to describe them. For example, young children use words, such as 'frosty', 'stars' and 'wiggly' to describe the dough patterns. However, the childminder does not yet directly work with other providers of settings children attend to ensure the continuity of care. She does not exchange information about children's progress and well-being with them.
- The teaching is devised to ensure children learn and remember long-term. For example, during story time, the childminder makes references to recent trips and children's previous experiences. Children are excited and curious about characters from stories. The childminder makes a story session pleasurable and exciting, changing her intonation and allowing children to finish their sentences. Children love books and are keen to read them back to the childminder.
- The childminder understands children's development well. She ensures that gaps in children's learning are identified promptly. The childminder swiftly introduces

activities that promote children's learning to help close gaps. Children make rapid progress.

- There is a strong focus on children's emotional well-being. The childminder offers settling-in sessions to provide children with time to settle into her home. Children feel safe and confident to explore the resources provided to them independently.
- The childminder has high expectations for children's conduct and attitudes to learning. Children follow the rules with gentle reminders and have positive attitudes towards their learning. For example, the childminder encourages children to persist on their activity even when difficulties occur.
- The childminder promotes a healthy diet and speaks to children about the effect healthy food has on their bodies. She encourages children to smell fruit before eating, and she encourages them to taste it. Children make healthy choices and learn gradually when they are full.
- Children are active indoors and outdoors. The childminder emphasises the importance of spending time outdoors after school. This helps children to care for their bodies and socialise.
- Parents are happy with the support and education their children receive at her home. They praise the childminder for a friendly and professional approach. Parents express their gratitude for supporting their children's learning and well-being. They feel informed about their children's progress. They work together to extend their children's learning at home. The partnership with parents is effective.
- The childminder has a good knowledge of the policies and procedures that govern her practice. She attends regular training which has had a good impact on improving her practice with children. For example, she attended training on how to support children's emotional well-being after the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms indicating that a child might be at risk of maltreatment. She understands the dangers of radicalisation and the procedures to follow should she be concerned about a family being drawn into terrorism. The childminder is confident in her knowledge of local safeguarding arrangements. She regularly attends safeguarding and professional development meetings to keep herself up to date with current knowledge. The childminder regularly assesses her home's safety by carrying out regular checks to ensure all areas accessed by children are safe. She teaches children how to keep themselves safe, for example, during outings.

What does the setting need to do to improve?

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

- strengthen partnership with the providers of other early years settings by exchanging information about children's care and development, to promote continuity in children's care and learning.

Setting details

Unique reference number	2595419
Local authority	Solihull
Inspection number	10263179
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Solihull. She operates Monday to Friday, from 8am to 5.30pm, term time only. The childminder holds an appropriate early years qualification.

Information about this inspection

Inspector

Anna Makowska

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 spoke to the inspector about their intentions for children's learning and discussed the children's progress.
- The inspector spoke to children and gathered their views of the setting.
- Parents and carers shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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