

Childminder report

Inspection date: 12 December 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

The childminder and her assistant welcome children warmly into the home. Children who are already in attendance eagerly come to see who has arrived and also join in welcoming them. Children settle quickly into the activities on offer. The childminder and her assistant have high expectations for children's behaviour and encourage them to be kind to each other and listen. For instance, when children are explaining the rules of the game, the assistant reminds them to listen to their friends and wait their turn to build with the bricks. Children respond positively to instructions and are keen to join in.

The childminder and her assistant plan a range of experiences for the children. They consider each child's experiences when they take them out to visit places in the local community. Children visit local groups with the childminder to build on their social skills, which helps them to feel confident. They enjoy a variety of different activities. For example, they follow instructions during movement sessions, such as copying arm actions or as they jump up and down to the music. The childminder talks to children about how their heart is beating faster after these sessions. This helps children to build their awareness of how their bodies function.

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

- The childminder observes children regularly to assess the progress in their development. She plans activities around their next steps and helps to close gaps in their learning. The childminder is proactive when she identifies children are falling behind in their development. She acts promptly to concerns and works with parents and other professionals to put strategies in place to help children make expected progress.
- Parents express positive feedback about the care their children receive from the childminder and the assistant. They have regular updates about their child's learning and development. Parents value the ideas they receive to help them continue their children's learning at home.
- Children explore their environment with determination and enthusiastically join in with activities. They find different tools to use to add water to the mixture to make pretend snow. However, the childminder does not always adapt the organisation of activities to ensure that younger children have the same meaningful and challenging learning experiences as older children. This results in the youngest children losing focus quickly and wandering away.
- Children develop their independence through a range of activities. They wash their hands before they eat and learn about the importance of why they need to wash their hands. Children are supervised effectively during mealtimes. They sit and enjoy their food together. Children show a 'can-do' attitude as they use utensils to spread butter onto their sandwiches. The childminder is respectful as

she listens to children's individual needs during this time.

- The childminder and her assistant support children's communication and language development throughout different activities. Children hear a range of new words as they interact with the childminder and her assistant during play. During some activities, they ask children questions to find out what they can recall. However, as children are thinking of the answer, the childminder and her assistant do not allow them enough time to respond before answering for them. At these times, children are not developing their thinking skills.
- The childminder supports children's understanding of different cultural events their friends may celebrate. For example, children learn about Hanukkah as they add candles to the menorah. The childminder explains the purpose of this to help to develop children's understanding of the world around them.
- The childminder and her assistant attend different training courses to support their professional knowledge. Through regular ongoing discussions, they review their practice and discuss the activities they wish to provide for children's next steps.
- Children develop their understanding of mathematical concepts. They sit and make their creations out of play dough. Children select what they want from the resources on offer. They confidently count out the right amount they need to add to their creation and correctly identify the wooden number to match their amount.

Safeguarding

The arrangements for safeguarding are effective.

The childminder promotes a strong safeguarding culture. She attends regular training that keeps her knowledge up to date. The childminder and her assistant understand local safeguarding issues and how to manage concerns about a child or a person in a position of trust. Children play an active role in daily risk assessments of the play environment. They do this alongside the childminder, such as checking that the slide is dry and safe when they go out in the garden. The childminder provides a variety of meals for the children. She has robust procedures in place to ensure that children with allergies have the right foods.

What does the setting need to do to improve?

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

- consider how learning opportunities for the youngest children are organised so that they receive the same meaningful and challenging experiences as the older children
- build on children's communication and language skills even further by allowing them enough time to think and respond during conversations.

Setting details

Unique reference number	2646063
Local authority	Solihull
Inspection number	10301752
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	0 to 7
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Katherine Wilson

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 setting.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Parents shared their views of the childminder with the inspector.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the interactions between the childminder, the assistant and the children.
- 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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