

Childminder report

Inspection date: 19 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Babies and children thrive in this wonderful home-from-home, tranquil environment. New babies settle very quickly because of the individualised settling in, care and attention that they receive. All children build special bonds with the childminder and her assistant, who are incredibly nurturing. Children's unique qualities and personalities are valued and celebrated. This helps every child to feel incredibly safe, secure and happy.

Babies and children benefit from high-quality interactions. The childminder and her assistant are intuitive to the needs of all children. They implement a curriculum that provides children with a wealth of experiences to build on their prior skills. The childminder and her assistant follow children's interests and use what they know about every child to tailor activities that meet their individual learning needs. For example, babies and children spend long periods of time absorbed in a rice play activity. The childminder and her assistant skilfully adapt their teaching to support the differing ages and abilities of the group. Children show good control as they tip, pour and scoop the rice. Older children discuss quantities and describe how it feels and sounds. Babies enjoy the sensory experience as they feel the rice with their hands and feet. They are confident to explore new things with the security that they can check in with the childminder and her assistant regularly.

The childminder and her assistant are exceptional role models. They speak sensitively and provide gentle reminders of expectations and boundaries. Children behave extremely well. Older children show respect to one another and are incredibly caring. They form strong friendships. The childminder and her assistant place a strong focus on helping babies and children to manage their emotions and to become resilient. It is clearly evident that everything they do helps every child to build a solid foundation on which to grow.

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

- The childminder is reflective and critical of her own, and her assistants, practice. She is always looking at ways she can develop her provision. The childminder completes research to identify how she can enhance her practice further. She observes her assistant's practice and arranges training that is focused on helping him to gain further knowledge on how to promote different aspects of children's learning. The childminder's assistant has gained a wealth of experience since taking on this role. Together, they provide high-quality teaching for every child.
- Children's communication and language are given high priority. Their language is developing rapidly because of the high-quality interactions they receive. Both the childminder and her assistant know when to join in with back-and-forth conversations. They skilfully repeat what children say and respond incredibly

well to babies babbles. They are consistently down at babies and children's level, using eye contact, props and gestures to communicate. Babies and children love to listen to stories and join in with songs and rhymes. When outside, children are excited as they listen to the sounds in their environment, and they are proud when they name the different sounds they can hear.

- The childminder has a vast knowledge and experience in working with children with special educational needs and/or disabilities (SEND). She offers an inclusive provision where every child is supported to thrive. The childminder works closely with other professionals and parents to ensure that appropriate support is in place for children with SEND. She uses effective strategies to help children make exceptional progress from their starting points. This helps them to be ready for their transition on to school.
- Children's care needs are carefully considered. The childminder and her assistant respectfully ask babies and children for their permission when it is time to change their nappies. This helps them to understand what is happening and to feel valued. Babies giggle with delight as the childminder and her assistant sing to them during nappy times. Sleep times are very relaxing, and the childminder recognises when babies are tired. She adapts the day to meet the routines of the children. She plays soft, relaxing music, and this helps to provide a calming atmosphere where babies and children gently drift off to sleep.
- The childminder plans meticulously the trips she takes the children on, so that they benefit from a rich set of experiences that help them to learn about the world around them. For example, during farm visits, children listen to the sounds that they can hear and learn about the animals and their habitats. The childminder takes children to well-planned play group sessions to enable them to mix with other children and develop their social interactions.
- Parents written feedback is overwhelmingly positive. Every parent has provided feedback that talks about how much they appreciate both the childminder and her assistant. They comment that the care and education that their children receive is excellent. Parents have said that the progress their children make is down to the learning experiences that they are receiving from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed a range of safeguarding training, and she has an extensive knowledge of child protection. She has ensured that her assistant has completed the required training and that he is fully alert to the signs and symptoms of abuse. They are both aware of the procedures to follow if they have a concern about a child in their care, a family member, or concerns about a person in a position of trust. The childminder's home is safe and secure, and she completes effective risk assessments to minimise any hazards. She helps children to learn to keep themselves safe, such as learning about road safety when taking them out into the community and handling tools and equipment with care and attention.

Setting details

Unique reference number	2647070
Local authority	Solihull
Inspection number	10305287
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 9
Total number of places	12
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the Shirley area of Solihull. She operates all year round, from 8am to 5pm, Tuesday to Friday, except family holidays and bank holidays. The childminder holds an early years qualification at level 5. The childminder works with an assistant.

Information about this inspection

Inspector

Emma McCabe

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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time with the childminder.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Parents shared their views through written feedback for 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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