

Childminder report

Inspection date: 11 March 2024

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

The childminder works closely with her co-childminder to provide children with a stimulating, nurturing environment. The childminder places children at the heart of everything she does. Her natural ability with children helps them to feel confident and secure in their surroundings. Children show they feel safe. They access all areas of their environment with ease and demonstrate a real sense of belonging. They are extremely curious and inquisitive and this is as a result of the high-quality interactions they receive.

The childminder provides a curriculum that is based on providing children with a secure foundation for learning. She places a strong focus on helping children to learn practical life skills, such as gaining the skills for dressing themselves, cooking, being safe and developing independence in everything they do. The childminder is in tune with every child. She finds out about their previous experiences and plans exciting opportunities to build on what they already know and can do. Developing children's communication and language is threaded throughout the curriculum. The childminder knows exactly when to comment, ask questions and listen. She introduces books and singing at appropriate times to build on children's knowledge, vocabulary and understanding. Consequently, older children are articulate and have a vast vocabulary. They eagerly talk about things of interest to them, such as space and vehicles. Younger children are confident to make their needs known. They ask questions and are beginning to share their thoughts and ideas.

Children's behaviour is impeccable. This is down to the childminder acting as a positive role model and teaching children to be respectful of one another and of their environment. Children show a real caring attitude towards one another. Older children pour drinks for younger children. They invite them into their play and speak with high levels of respect and manners. Children remain highly engaged, they show perseverance, concentration and a real sense of achievement.

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

- The childminder works incredibly well with her co-childminder. They work together to reflect on practice and continuously look at innovative ways to enhance their provision. The childminder completes a vast range of training and acts on the knowledge gained to motivate children to learn. For example, she inspires children to develop mathematical concepts through following their interests in aeroplanes, building with a range of construction and cooking.
- The childminder's practice is exemplary. She looks at every child as unique and provides experiences that supports them to develop their talents and skills. Children are confident to express themselves and are eager to share with the childminder what they have created. For example, as children work together to

intricately build a zoo, they chat away with the childminder about the animals and how they are caring for them. This leads on to children looking at dinosaur books and relating the dinosaurs body parts to their own. Children look at maps to confidently talk about where they live, the county and country they live in, and where the world fits into the solar system. This discussion came from a story they have read and an activity they have previously done and children recall what they know with confidence.

- The curriculum is consistently embedded and implemented throughout the provision. Children are supported to extend their learning at every opportunity. They delight in exploring and investigating outdoors. They plant seeds and talk confidently about the peas they will eat once their seeds grow tall. Children spend time engrossed in water play. They talk about the 'pineapple juice' they are making and work together to eagerly find ingredients from the garden. All children, including the youngest, show excellent control as they scoop, tip and pour water, mud and leaves into a range of containers.
- Children remain highly engaged throughout their time in this home-from-home environment. They show a clear interest and curiosity in everything they do. Children choose resources and concentrate on tasks for extended periods. Younger children show the progress they have made as they stretch coloured bands to fit onto peg boards. They persevere and are proud to show when they have finished. As children bake scones, they are given the time to add their ingredients and talk enthusiastically about what they are doing. The childminder focuses on the process, making the most out of the learning opportunities.
- The childminder works closely with parents to gain and share information about children's care and progress. Questionnaires are used to gain feedback and the childminder actively listens and responds to the views of parents. Parents comment positively about the varied adventures and experiences their children receive. They state that their children make excellent progress. The childminder works closely with other settings that children attend to gain a holistic overview of the child and to ensure consistency in their care and learning.
- Children's unique qualities and personalities are celebrated. The childminder truly listens to the children and talks to them at the right level. The relationships and attachments the children have built with the childminder are wonderful and children ooze confidence and happiness.
- Children develop self-help skills from an early age. They learn to manage going to the toilet, dressing and undressing, washing and drying their hands and cleaning up any spillages they make. The childminder is respectful of children's care needs and is sensitive to each child.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2652094
Local authority	Solihull
Inspection number	10232992
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 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Shirley, Solihull. She operates from 8am to 5pm, term time only Monday to Friday. The childminder holds an appropriate qualification. She works with a co-childminder and an assistant. The childminder provides funded early education for three- and four-year-old children.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed parents' written feedback and took account of their views.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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