

Childminder report

Inspection date:

12 December 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 intentionally designs and plans the learning environment to ensure that children's development is fully supported with or without teaching enhancements. She places a strong focus on enabling children to be independent learners. All children become deeply engaged in the wide range of highly stimulating resources available for them to choose from. The childminder teaches children that they can bring any of the available resources into their play. Children take resources from the creative area and use it to play in fake snow.

The childminder makes full use of children's ideas and current interests to shape the learning experiences that are matched precisely to their individual stages of development. She designs role play opportunities to help children to recreate and explore their interests from home, such as building a snow palace and providing a hot chocolate cafe. The childminder adapts equipment so children can gradually build on their knowledge and skills. For example, she changes the swings in her garden to allow for children to build their confidence and ability to coordinate their body and move the swing forwards and backwards with their legs.

The childminder cultivates an environment of trust and respect. Children form close bonds with her and thrive in her nurturing care. The childminder establishes clear expectations from the onset so children understand about the boundaries for their behaviour. This includes helping to tidy up, collaborating with friends and learning about the rules related to mealtimes.

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

- The childminder completes extensive research and training to ensure her excellent knowledge remains current. She has recently focused on extending her knowledge even further relating to the provision for children with special educational needs and/or disabilities. The childminder shares her knowledge and research with the early years sector, such as publishing her recent research into the impact that the COVID-19 pandemic had for nursery age children.
- The childminder's self-evaluation provides an in-depth and meticulous analysis of her practice so she can continually improve. She plans to extend the provision for communication and language to further support her partnership working with parents and continuity for children when they move to school.
- The childminder has developed exceptional partnership working with parents and outside agencies. She fully involves parents in their children's education including completing the progress check at age two together. She routinely seeks their contribution to the next steps she sets for children's learning. Parents are impressed by the childminder's commitment to safeguarding children and say how their children have thrived both emotionally and academically.

- The childminder has an expert understanding of child development and how young children learn. She analyses her observations of children's achievements and purposefully plans for continuity and progression. The childminder fully considers children's starting points to enable them to build on what they already know, understand and can do.
- The childminder's learning environment is always changing, with intentional resources that meaningfully support each child's learning. Following a recent review of the progress that older children are making in their mathematical understanding, the childminder has extended the provision to specifically address key aspects of their development. She precisely plans the language she will use with children to support their mathematical thinking processes.
- The childminder expertly enhances children's play, which ensures that their learning and knowledge continuously progresses. She is highly responsive to children's learning needs and recognises when children need time to learn in their own way. She places a strong focus on revisiting previous learning experiences so that new layers of learning can be explored. Children eagerly play and display intense concentration. All children make exceptional progress, and they are fully prepared for their next stage in learning, including the move on to school.
- The childminder provides children with extensive support for their communication and language development. This includes using a variety of language models, including signing, visual clues and verbal cues to support children's understanding. She naturally weaves books and rhymes into the children's play so they benefit from a variety of language. For example, she presents the same story using different books, increasing the complexity of the language as children become more familiar with the text.
- The childminder fully considers how she can support children's emotional development so each child can progress at their own pace and learn to manage their feelings and behaviour. Where appropriate, she intentionally allows children the opportunity to try to resolve their conflict for themselves.
- The childminder identifies how she can use aspects of the daily routine to challenge children to extend their independence. This includes considering the equipment children access, such as an intentionally placed mirror at the children's level when they use the sink so that they can see if they have washed their faces clean.
- The childminder makes use of links with the local community to help children to develop their understanding of the people in the wider community. She plans experiences that are culturally relevant to the children and encourages them to share their traditions from home. This includes exploring the variety of ways they were baptised and their different places of worship. Children learn to be proud of their uniqueness and appreciate diversity. They access toys that represent people with impaired hearing and those who wear glasses.

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	2757970
Local authority	Solihull
Inspection number	10349739
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
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 was previously registered with a childminder agency from 2019 to 2023. She registered with Ofsted in 2023 and lives in Solihull. She operates all year round, from 7.45am to 5.30pm, Monday to Thursday. The childminder does not work Fridays, bank holidays or during family holidays. She holds an approved early years qualification at level 6. The childminder is eligible for early education for children aged nine months to four years.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided 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.
- 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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