

Childminder report

Inspection date: 16 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children comment that they enjoy coming to the childminder's home. There are positive relationships between the childminder, children and their peers. Children are happy and settled. They behave well and are polite to each other. This can be seen as children show a willingness to share and take turns in their play. Children show positive attitudes towards their learning. This contributes to the good progress that they make. Children enjoy sensory experiences, such as sand play. For example, younger children hide their hands underneath the sand while the childminder tries to dig their hand out. Older children shout out that they are 'finding treasure' as they explore the sand to find the hidden seashells.

The curriculum covers all areas of learning. Older children are provided with opportunities to learn about their bodies. As they put different bones together to build a dinosaur, the childminder encourages them to find their own bones too, such as their ribcage. She explains well to the children why this bone is important in their bodies. Children also learn how they can keep themselves safe. For example, the childminder encourages them to say 'stop' if something is making them uncomfortable. Non-verbal children are encouraged to put their hands out in front of them, to give themselves space.

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

- The childminder is dedicated and passionate about the service she provides. She is keen to ensure that all children leave her setting ready for the next stage of their learning. The childminder gathers feedback from parents to inform how she can enhance her provision further.
- The childminder finds out from parents what children already know and can do. She observes children and carries out regular assessments to identify any gaps in their learning. The childminder uses this information to plan next steps for children to deepen and build on their knowledge. If there are concerns in a child's development, the childminder seeks support from external agencies.
- Parents commend the childminder for the work she does to support their child's behaviour. They receive regular summaries of their child's development. However, the childminder does not yet consistently extend this partnership further so that all parents are fully informed of how they can strengthen and build on their child's learning at home.
- The curriculum covers all areas of learning. The childminder places emphasis on children's communication and language skills. Children are encouraged to read stories. They show high levels of enjoyment as they look at the pictures in the story. Children smile and make comments about the pictures they can see. The childminder interacts well as she plays with the children. She asks questions and makes comments on what children are doing. Children respond to questions and

are good communicators.

- Children show an eagerness to engage and explore the range of activities on offer to them. However, there are occasions where the childminder does not challenge children greatly enough so that they consistently learn new skills. For example, children struggle as they try to squeeze paint from a tube. The childminder recognises that they are struggling and so she does this for them.
- The childminder finds out key information about children and their families when they first start. She uses this information to teach children about the special occasions that others celebrate. Children show high levels of respect to each other. However, the childminder does not yet provide a wide range of opportunities for children to learn about other people in the community, to fully prepare them for life in modern Britain.
- The childminder places emphasis on children's personal, social and emotional development. She explains to the children what their bodies need during the day. For example, she encourages children to sit and relax and uses this time to explain to children why their bodies need time to rest.
- Children learn about the importance of keeping themselves healthy. For example, the childminder has discussions with the children about what meals are healthy for their bodies. She models well to the children how they can keep themselves clean. For instance, children are encouraged to wash their hands regularly and to wipe their noses.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. The childminder carries out regular risk assessments to ensure that the environment is safe for children. She encourages children to tidy up after themselves. The childminder has a good understanding of safeguarding. She recognises signs and symptoms of abuse. She is aware of the action to take if she is concerned about a child's welfare, for example making referrals to external agencies and working with the police, where necessary. The childminder takes effective steps to ensure that adults remain suitable. She knows the steps to take if an allegation is made about adults.

What does the setting need to do to improve?

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

- support children fully to consistently build on what they already know and learn new skills
- strengthen partnerships with parents even further so that they are fully supported to build on their child's learning at home
- provide greater opportunities for children to learn about diversity and their community to fully prepare them for life in modern Britain.

Setting details

Unique reference number	504836
Local authority	Solihull
Inspection number	10116002
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 July 2014

Information about this early years setting

The childminder registered in 1997 and lives in Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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 had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed feedback from parents during the inspection and took account of their views.

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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