

Childminder report

Inspection date: 7 January 2020

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	Good
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What is it like to attend this early years setting?

The provision is good

Children make good progress in accordance with what they already know and can do. They are happy, confident and inquisitive. The bond between children and the childminder is strong. While enjoying interactions with her, babies babble happily and begin to say some words. They communicate through gesture, expression and the tone of their voices, and the childminder interprets their wants and needs well. Children practise their handling skills in a variety of ways. Babies can operate toys with buttons and switches and older children develop a thumb and two-finger grip when using writing materials. Children make good progress in their mathematical development. The childminder encourages them to count and name shapes and colours while they play with different toys. Older children can count out a number of objects greater than 10, and the childminder challenges them to select a given number from a group. The childminder observes and assesses children and uses what she knows and what parents tell her to plan for the next steps in their learning. Parents share positive views about the childminder's provision. They say that the childminder always keeps them up to date about their children, verbally and in writing. They comment on their children's development and appreciate the fun activities that the childminder provides.

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

- The childminder uses her strong knowledge of how children develop and learn to help them make good progress in readiness for the eventual move on to school. She works with parents to identify each child's stage of development and ensure that all children are challenged successfully.
- The childminder ensures that children in her care are emotionally secure. She plans a gradual settling-in period with parents in accordance with their child's needs. Relationships between the childminder and the children are very good. Children learn to share and show consideration for others. The childminder identifies strategies for managing behaviour as distraction, talking about why behaviour is inappropriate and offering praise in acknowledgement of positive behaviour.
- Children express themselves clearly and confidently. The childminder's teaching strategies are good. She supports children to develop their language skills through singing nursery rhymes and encouraging their interest in books and talking about the stories and pictures. She supports children's thinking skills effectively, for example by asking them open-ended questions.
- The childminder encourages children to develop independence with regard to managing their own hygiene and personal needs. She helps them to understand potential dangers and how to keep themselves safe. For example, older children learn that they must keep small toys on the table because babies put toys in their mouths. Children learn how to climb up and down stairs safely when going

to the first-floor bathroom, and why the guard is fitted around the fire. They know that they must hold on to the pushchair when out walking and learn how to use the pedestrian crossing.

- The childminder provides some resources for sensory exploration. For example, babies explore the different textures in books and know that toys make sounds when buttons are pressed. However, the childminder does not make the most of opportunities to support them in making marks with their hands through exploring the texture of resources, such as paint. Older children carefully and skilfully paint their fingers and create hand prints on paper. However, the childminder does not consistently provide them with opportunities to develop their own ideas while taking part in creative play activities.
- Children gain some awareness of diversity, for example through visits in the local area to the park and library. They play with toys and look at books that reflect positive images. However, the childminder does not fully consider ways to raise children's awareness of different cultures, beliefs, families and traditions.
- The childminder reviews her provision to identify priorities for improvement. She attends training to keep her early years knowledge up to date and welcomes the advice offered by representatives of the local authority. The childminder meets with other childminders regularly and they share information on training courses they have attended.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. She makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder identifies and minimises potential risks in her home. For example, a fence surrounds a pond in the garden, and the green house is constructed with safety glass. Children are closely supervised at all times.

What does the setting need to do to improve?

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

- increase support for children to develop their own ideas while playing with creative play materials
- make the most of opportunities for babies to make marks through sensory exploration
- build on current practice for supporting children in learning about families, cultures, traditions and beliefs outside their own experience.

Setting details

Unique reference number	EY103307
Local authority	Solihull
Inspection number	10071232
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 March 2015

Information about this early years setting

The childminder registered in 2001 and lives in Solihull. She operates Monday to Thursday from 7.30am to 5.30pm, all year round, except for family holidays. The childminder holds a recognised early years qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector observed activities while children played in the indoor play area.
- The inspector spoke to the childminder and children at appropriate times through the inspection.
- The inspector discussed teaching methods with the childminder.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector took account of parents' views about the provision.
- The inspector looked at evidence of the childminder's qualification and training, and checked evidence of the suitability of adults living in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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