

Childminder report

Inspection date:

8 September 2025

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 are excited as they come into the childminder's home. The childminder is warm and caring towards them. She takes time to talk with parents and carers about their children. Children are curious to explore the large outdoor space and refer to this space as their 'magic garden'. They select from the vast range of resources. As a result, children feel safe, secure and confident to explore their environment.

The childminder has caring relationships with children and interacts and plays alongside them. She has an in-depth understanding of child development. The childminder uses this knowledge to assess what children know and can do. She plans a curriculum to build on what children already know. For example, the childminder recognises when children are developing their vocabulary skills. She helps them to learn and pronounce new words repeatedly. This helps children to develop their language skills.

The childminder is a good role model for children. She has rules in place to help them to manage their behaviours. The childminder understands that children are learning to play alongside each other and notices when they struggle to share their toys. She helps them to manage their emotions by talking to them about sharing. This helps children to learn about right and wrong. Subsequently, children behave extremely well.

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

- Children flourish in the care of the childminder. She takes time to find out about children's current age and stage of development. The childminder is extremely responsive to children's needs and uses their interests to plan exciting activities. She develops a well-sequenced curriculum.
- The childminder is reflective about her professional development. She runs stay-and-play sessions with other childminders. This has helped her to share her own knowledge with others and develop her practice. However, the childminder has not yet focused training on enhancing her skills and knowledge to meet children's individual needs further.
- The childminder provides opportunities for children to learn about the world around them. She takes them on visits to the local park. Children observe nature, such as the trees and plants. However, the childminder does not consistently build on the experiences for children to help them understand diversity and learn about similarities and differences between themselves and others.
- Children develop their counting skills through their play. For example, when children enjoy making sandcastles, the childminder encourages them to count

the number of spades of sand it takes to fill their buckets. Furthermore, she encourages children to count beyond the numbers they already know. This helps children to develop their mathematical development.

- The childminder plans opportunities for children to develop their gross and fine motor skills. For example, children use their leg muscles to climb up and slide down the slide and push along on tricycles. Furthermore, children use the muscles in their hands to hold spades and scoop up the sand. This helps children to develop the skills they need for early writing.
- Children develop a love of books. They independently choose books and read them for enjoyment. For example, children sit with their friends and take turns in turning pages. Additionally, they point to the words in the book, pretending to read them. This helps children to develop their early reading skills.
- Children develop their independence skills. On the request of the childminder, children get ready for snack time. They set up the snack table all by themselves. Children pick up strawberries, bananas and have a go at opening yogurts. In addition, the childminder encourages children to tidy up and wash their hands. This supports children to develop their personal self-care skills.
- Parents and carers report the childminder consistently goes above and beyond for their children. They explain how their children have always been comfortable in her care. Parents feel the childminder has supported their children's development through her teaching techniques. They report the childminder has helped them to work with other agencies. This ensures that parent partnerships are effective.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- explore professional development opportunities to further strengthen knowledge and understanding in meeting children's individual needs
- build on the experiences for children to develop their understanding of diversity, and their similarities and differences.

Setting details

Unique reference number	EY234784
Local authority	Solihull
Inspection number	10407866
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 January 2020

Information about this early years setting

The childminder registered in 2002 and lives in Shirley, Solihull. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Dal Malhi

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures 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.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the quality of education being provided and assessed the impact 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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