

Childminder report

Inspection date:

9 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and contented with the childminder. The childminder builds close and nurturing relationships with each child, and babies snuggle into her for comfort. This helps children to feel safe and secure in her care. The childminder has created a calm and nurturing atmosphere in her home. She arranges the environment with play equipment and resources that stimulate children's interests and motivate them to play.

Children have abundant opportunities to play and explore outdoors. The childminder regularly takes children on trips out to play in local parks and to visit amenities such as the local library within the community. The childminder places a high emphasis on children's development of their social skills. She takes them to playgroups to experience play among larger groups of children, particularly those who need additional support. This helps children to build their confidence and learn the behaviours they need to sustain relationships with others. Children enjoy learning. They gain the skills and understanding they need to prepare them for their next stages in learning and the eventual move on to school.

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

- The childminder has a clear intent for what she wants children to achieve while attending. She knows the sequence of learning that children need to make continual progress.
- The childminder gathers information from parents and carers when children first start. This helps her to know what children already know and can do and make plans for their next learning. However, she does not always focus her teaching sharply enough on the learning that children need in her plans for activities and experiences.
- Communication and language are promoted well by the childminder. She ensures she makes eye contact and speaks clearly, in particular when speaking with babies. She models two-way conversation well, using different tones, and provides ample time for children to respond. For example, babies respond to her with lots of babble and smiles while the childminder listens and then responds to them.
- Children have opportunities to explore, develop their own interests and, at times, lead their own learning. For example, older children enjoy collecting leaves, sticks and other natural objects during regular walks. They relate these items to their interest in familiar characters in their favourite stories.
- The childminder provides well for children to develop their physical skills. For example, when babies are ready, they move their bodies to roll over onto their tummies. The childminder gives timely praise and encouragement, which helps children to want to keep trying.

- Children have opportunities to learn about the similarities and differences between themselves and others in our communities. The childminder uses discussion, books and arts and crafts to support children's understanding and tolerance of the differences in others outside their own experiences.
- The childminder ensures that children develop their independence. She has rearranged the play environment to enable children to access resources for themselves and make choices about what they play with and how they play. This helps children to lead their own exploration and learning. Children also learn to manage their personal care needs with increasing skill.
- The childminder completes mandatory training and additional courses to keep her knowledge and skills current. This includes additional child protection training to strengthen her knowledge further. However, she has not yet sought other professional development opportunities, including research and resources, to help increase her knowledge further to help improve outcomes for children.
- Parents are happy and speak highly of the childminder. They say they feel their children are happy and safe in her care. They are happy with the regular communication and value the information they receive about their children's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She can identify signs which indicate that a child may be at risk of abuse. She knows where she must report her concerns about a child's welfare to her local safeguarding partners. This includes if an allegation is made against herself or another person in a position of trust. The childminder makes regular checks of her home to ensure that it is safe for children to attend. The childminder attends training to keep her first-aid knowledge up to date.

What does the setting need to do to improve?

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

- ensure the teaching during activities and experiences focuses more sharply on what children are ready to learn
- seek further professional development opportunities, to help strengthen the curriculum knowledge and improve outcomes for children.

Setting details

Unique reference number	EY235812
Local authority	Solihull
Inspection number	10271468
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	0 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	15 December 2022

Information about this early years setting

The childminder registered in 2003 and lives in Shirley, Solihull. She provides care all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a suitable childcare qualification at level 3. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of parents' views about the setting from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held a meeting with the childminder to discuss how the setting is organised. The inspector reviewed relevant documentation, including evidence of the qualifications of the childminder.

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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