

Childminder report

Inspection date: 4 February 2022

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 make good progress in accordance with what they already know and can do. The childminder builds strong bonds with the children in her care, and they develop a strong sense of emotional well-being. The childminder observes children and assesses their stage of development. She uses her assessment and what parents tell her to plan so that children are challenged effectively to reach the next stage in their learning.

Children's language skills are developing well. They enjoy the involvement of the childminder in their play activities and she encourages them to engage in conversation with her. The childminder gently corrects pronunciation through modelling how words should be said. For example, at snack time, children say that they are eating a 'nana' and the childminder says, 'Yes, you have a banana'. Children are beginning to use mathematical language.

Children behave well and are gaining an understanding that some things are shared and that sometimes they must take turns. The childminder helps to boost their self-esteem through praising their efforts as well as their achievements. Children learn to manage their personal needs and understand and adopt healthy habits, such as good hygiene practices. Parents provide food for snacks and meals. Children are physically active while playing in the childminder's garden.

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

- Since the last inspection, the childminder has made improvements to her provision that have had a positive impact on children's learning and development. She has conducted online research and has welcomed advice from a local authority adviser and other childminders. The childminder observes children, assesses their current stages of development, and challenges them effectively so that they make good progress. Children develop the skills they need for their future learning in school.
- Children make good progress in their communication and language development. The childminder adopts effective teaching strategies to support young children in progressing from their use of single words to forming short sentences.
- Children are emotionally secure. The relationships between the childminder and the children are strong. Children are sociable and confident.
- Children explore different textures and colours. The childminder provides play dough, cooked and uncooked pasta, rice, rollers and pastry cutters. Children notice the different shapes that they can create in the dough with the cutters. The childminder asks the children to talk about different smells and textures. They make comparisons, such as some textures feel 'dry' and some feel 'slimy'.

- The childminder provides opportunities for children to develop good handling skills, such as games that involve picking up small objects with tweezers. This is helping them to develop pencil control because they begin to use a thumb and two-finger grip. Children use the skills they acquire through play in real terms, for example when cutting up their banana at snack time.
- The childminder plans and provides activities to support children's mathematical development. They play a game with dice, one showing numbers and one showing colours. Other resources are coloured small dinosaur toys and different-coloured bowls. Children take turns to throw the dice and the childminder asks them to count the dots and name the colour on top of each of the dice. The game includes matching colours and counting the dinosaurs into the bowls. The childminder generally adapts the activity for children at different stages of development. However, her expectations of children are sometimes too far beyond their current stage of development, for example when she introduces number cards to the game.
- Children engage in role play. They play together cooperatively with domestic play resources, including toy food. They chatter to each other and get the childminder involved by asking her to eat the food they offer to her.
- Some of the childminder's practice helps children to develop an understanding of diversity. However, her practice is not fully effective in helping children to learn about communities, families and traditions beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. She completes training and research to keep her child protection knowledge up to date. The childminder identifies and successfully minimises potential risks in her home and garden. She ensures that the premises are secure. This helps to prevent children from leaving unsupervised and unwanted visitors gaining entry.

What does the setting need to do to improve?

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

- improve practice for promoting children's understanding of communities, families and traditions beyond their own, and help them to recognise differences and similarities between themselves and others
- build on current good practice so that teaching is always consistent in not expecting a child to achieve too far beyond their current abilities.

Setting details

Unique reference number	EY240972
Local authority	Solihull
Inspection number	10130051
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 October 2019

Information about this early years setting

The childminder registered in 2002 and lives in Shirley, Solihull. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jan Burnet

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke with the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults who live on the premises.

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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