

Childminder report

Inspection date: 30 September 2024

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

The childminder provides a kind and caring environment for all children. She demonstrates a genuine enjoyment of her role and forms strong relationships with the children. Children respond well to the childminder's calm and consistent manner and show they feel safe and happy in her care.

Children learn to be kind to one another, and the childminder supports them to recognise and manage their feelings. The childminder is a good role model and uses clear language. She explains that when children hug each other too tightly, they should say 'no thank you' and when children grab toys, it is good to ask them 'to share nicely'. This provides children with ways to deal with challenging situations in a kind and considerate way. These skills will support children as they progress on to their next phase of education.

The childminder knows the children well and uses this knowledge to provide activities and learning opportunities that reflect individual children's interests. Children independently self-select their chosen resources and enjoy adding different toys to extend their ideas. Children are confident to tell the childminder they are ready for a snack and when they would like to play in the garden. The childminder respects their wishes, and this supports children's self-esteem.

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

- The childminder collects useful information from parents during settling-in sessions. She supplements this with her own observations and assessment to realise what individual children already know and can do. The childminder plans a curriculum based on children's interests. She identifies next steps in children's learning and provides some extension of opportunities. However, at times, the childminder does not provide older children with activities that focus precisely on their next steps in learning and challenge them to make more rapid progress.
- Children develop a love of songs and stories. They choose books independently in all areas of play and excitedly weave familiar phrases and rhymes into their games. For example, children quietly tip toe around the room and pretend to shiver when they sing about a polar bear. The childminder is enthusiastic in her storytelling and uses a range of props to make story time fun and to keep children interested and engaged.
- Children learn about healthy lifestyles and develop self-help skills. They are provided with nutritious snacks and home-cooked meals. Children are introduced to new fruits and vegetables, and the childminder explains how 'good' food keeps them healthy. Children competently use cutlery to self-select and cut up their preferred snack. Children can independently access the bathroom, and the childminder provides appropriate support with handwashing to ensure good

hygiene routines. Children readily put on their coats and wellington boots to go out to play in the rain. They run through puddles and kick the balls to release their energy.

- Children develop strong friendships and play happily together. Children choose different roles in the hospital role-play area and amicably decide who will be the doctor first. They show kindness and compassion as they apply bandages and provide blankets and cushions for children who are 'poorly'. Children laugh and joke as they use the toy stethoscope and blood pressure monitor, and the childminder provides simple information about how their bodies work, such as listening to a heartbeat.
- Children behave well and are learning to express their feelings and wishes. The childminder and children frequently use expressions, such as 'please use kind hands' and 'we don't throw toys', to help promote children's understanding of acceptable behaviour. Mostly, children understand and follow these verbal requests. However, the childminder does not consistently reinforce her expectations through positive role modelling to ensure that younger children fully understand what is expected of them.
- Parents praise the support provided to children and families. They know their children are learning more each day as they share stories, songs and words that are new to them. Parents are given suggestions on how to support learning in the home, and information on children's progress is provided on a regular basis. The childminder works closely with parents and other professionals to ensure that all children receive the early support they need.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide older children with activities that more precisely match their next steps in learning and that challenge them to make more rapid progress
- consider ways to model examples of acceptable behaviour to help children understand what is expected of them.

Setting details

Unique reference number	EY285125
Local authority	Solihull
Inspection number	10359847
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 2004 and lives in Solihull, Birmingham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector
Karen Millerchip

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.

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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