

Childminder report

Inspection date:

13 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled at this welcoming setting. They form excellent relationships with the nurturing childminder and thrive in her care. Children independently access a wide range of high-quality resources, both indoors and outdoors, to support their learning. They are eager to play and motivated to learn. Children enthusiastically explore a tray of coloured beads and buttons. They display high levels of concentration as they use spoons to fill small bottles with the buttons. Children develop excellent early mathematical language. They discuss which bottle contains more or fewer beads. The childminder sits alongside children to expertly support their learning. She encourages them to look at shapes and reminds them that triangles have three sides. Children extend their own learning. They explore the textures of the beads with their fingers and announce, 'it's bumpy'.

Young children display high levels of confidence and independence. They are eager to help lay the table at snack time. Children skilfully use cutlery to cut bananas into slices and carefully pour their own drink. They confidently instruct their friends to pour their drinks slowly.

The childminder has extremely high expectations for children's behaviour. Young children have excellent manners and are learning to share and take turns. They understand the routines of the day and know what is expected from them. Children quickly remove and leave their shoes at the door when they enter the house to use the bathroom. They confidently manage their personal care. Children display an excellent understanding of health and hygiene practices.

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

- The childminder displays a professional, kind and caring personality. Her home is exceptionally clean and organised. The childminder knows the children in her care exceedingly well. She provides them with a thoughtful and ambitious curriculum which clearly and precisely meets their individual learning needs. Children make outstanding progress in all areas of learning.
- Children benefit from daily opportunities for fresh air and exercise. The childminder uses her spacious garden as an inspiring outdoor classroom. Children excitedly ride on wheeled toys and push dolls around in prams. They develop strength in their hands as they pinch clothes pegs and practise cutting paper with scissors. The childminder builds children's understanding of the world they live in exceedingly well. She regularly takes them to the park to climb on apparatus and to borrow books from the local library. The childminder takes children to visit toddler groups which are outside their area. This helps children to meet and socialise with people who may have family make-ups or cultures

different to their own.

- The childminder supports children's communication and language exceptionally well. Young children sit comfortably alongside the childminder on the floor as she enthusiastically reads stories to them. They have excellent recall and fluently express their thoughtful ideas. Young children enthusiastically talk about the events in a story.
- The childminder engages children in meaningful conversations throughout the day. This helps them to develop a deep understanding and reasoning skills. For example, they discuss the reasons why they do not wear shoes in the house. The childminder introduces new meanings of familiar words, such as 'tongue'. She explains that the centre piece of fabric inside the shoe is called a 'tongue'. The childminder reminds them that they must pull this piece up before they fasten their shoes. She gently corrects children when they use the wrong word and expertly helps them to speak in grammatically correct sentences. For example, the childminder encourages children to say 'I' instead of 'me'.
- The childminder is extremely organised and strives for excellence at all times. She carries out extensive research about child development and completes a wide range of training to update and develop her already outstanding practice.
- The childminder has exemplary relationships with parents. She shares information effectively with them about children's achievements and care needs. The childminder speaks to them at drop-off and collection times, sends digital messages and shares termly progress sheets. At the start of each term, the childminder seeks information from them about their children's current interests and the progress they have made at home. She quickly adapts her planning to incorporate children's current interests and learning needs.
- Parents are highly complimentary about the childminder and the service she provides. They value her meticulous care and the lively and investigative environment she provides. Parents comment on her welcoming nature and how they trust her implicitly to keep their children safe.
- The childminder has excellent relationships with professionals from other settings that children also attend. She shares information with them to offer a consistent and complementary approach to children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She completes rigorous safety checks on all areas of her home and garden to ensure that children play in a safe and secure environment. The childminder has an exceptionally secure knowledge and understanding of safeguarding practice. She regularly attends training and seeks information online to keep her knowledge up to date. The childminder demonstrates an expert awareness of the signs that may indicate a child is at risk of harm. She fully understands the procedures to follow should she have any concerns about a child's welfare.

Setting details

Unique reference number	EY285335
Local authority	Solihull
Inspection number	10116345
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 June 2015

Information about this early years setting

The childminder registered in 2004 and lives in the Dorridge area of Solihull. She operates Monday to Friday, from 7.30am until 5pm, term time only.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector discussed with the childminder her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the childminder discussed and evaluated a learning activity together.
- The inspector took account of the views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the suitability of those 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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