

Childminder report

Inspection date:

25 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are well settled and happy in the childminder's home. They freely explore the environment, making choices about what they will play with. When children choose toys that interest them, the childminder interacts and engages with them as they play. For example, they talk about the noises different farm animals make. This helps children to feel valued and boosts their growing self-esteem. Children form secure emotional attachments with the childminder.

Children make progress in all areas of learning. They have plenty of opportunities to develop their physical skills. Children practise their fine motor skills through daily activities. For example, they use small-muscle movements and explore different ways of mark making during a painting activity. This helps to strengthen the muscles needed for later writing skills. They enjoy sharing and joining in with a wide range of familiar books and songs at an age-appropriate level. For example, babies enjoy looking at picture books and older children make predictions about a story. This supports children's understanding and early language development.

Children learn important skills that will help them in later life. For example, they use cutlery to feed themselves independently at mealtimes. The childminder helps children to put on and fasten their own coats and shoes from a very young age. This helps children to develop increasing levels of coordination and control that quickly allows them to become independent.

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

- Children are well mannered and behave well. The childminder has clear, consistent boundaries and the children understand these. For example, they say 'please' and 'thank you'. However, the childminder has yet to identify effective strategies to support children to understand their own feelings and how their actions can affect others.
- The childminder is proactive in seeking opportunities to develop her own professional practice. For example, she recently attended autism spectrum disorder awareness training to deepen her awareness and understanding of children's individual and specific needs. She networks effectively with other childminders. The childminder regularly accesses information to help her remain up to date with any changes to early years practice. This helps her to continuously improve her teaching and effectively support children's care and developmental needs.
- The childminder allows children time to respond to questions she asks. Children are given choices on what they would like to play with. The childminder models correct language throughout the day. When children listen to a story, they learn the word that accompanies the action. This helps to broaden children's

understanding of language and vocabulary and supports them to become confident communicators.

- Parents comment positively about the level of care the childminder provides. They appreciate the childminder finding out about children's interests and achievements at home. They appreciate her flexibility and feel their views are valued and listened to.
- The childminder knows what children can already do and what they need to learn next. She uses this, and information from parents, to plan activities to further support children's learning and development. The childminder communicates effectively with parents. She shares daily updates and regularly shares information regarding children's progress and development. Parents are kept fully informed.
- Children's good health and hygiene is promoted. The childminder provides healthy meals and snacks. Children wash their hands before they eat. This helps children to develop good hygiene practices.
- Children enjoy a wide variety of outings and experiences in the local community. For example, the childminder regularly takes them to local playgroups where they meet and play with other children in a larger group. This supports children's social and emotional development.
- Children learn about different faiths, cultures and celebrations, such as Diwali and Christmas. They have access to resources, such as books and toys, that represent diversity. Children are beginning to develop an understanding of their own uniqueness and an increasing awareness of a culturally diverse society.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high priority on children's safety. She has a clear understanding of her role in keeping children safe and protecting them from harm. The childminder is aware of possible indicators of abuse, including issues such as domestic violence, drug and alcohol misuse and female genital mutilation. The childminder is aware of the local procedures she must follow to report any safeguarding concerns. She routinely checks her resources and the environment to ensure that they remain safe. This includes suitability checks for those living on premises. The childminder holds a current paediatric first-aid certificate. Children are supervised as they play and during mealtimes. Sleeping children are checked regularly.

What does the setting need to do to improve?

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

- extend existing strategies to support children to manage their own feelings and behaviour, and understand how these can affect others.

Setting details

Unique reference number	EY292213
Local authority	Solihull
Inspection number	10234857
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	8
Date of previous inspection	31 January 2017

Information about this early years setting

The childminder was registered in 2004 and lives in 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 qualification at level 3.

Information about this inspection

Inspector

Sarah Dukes

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of parents' views about the childminder's setting.
- The childminder and the inspector completed a joint observation.

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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