

Childminder report

Inspection date: 15 June 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

The childminder puts children at the heart of her practice. Children have formed strong relationships with both the childminder and their peers and thoroughly enjoy their time at the setting. The childminder is an excellent role model and children learn to talk to each other with respect. For example, they routinely say, 'please' and 'thank you' to one another, without the need for prompts.

The childminder understands her role in supporting children's developing independence, standing back and letting children 'have a go' first. For example, children independently put on their shoes and persevere with the straps, before proudly celebrating their success and announcing, 'Done it'. This type of practice also helps children to build patience and resilience for future learning.

The childminder places a strong emphasis on supporting children's communication and language development. Children enjoy singing familiar songs and rhymes, joining in with the actions with confidence. The childminder also reads stories that have been carefully chosen to support children's learning. This reinforces concepts, such as sharing and turn taking, and develops children's communication and language skills. Children talk confidently and have the language to express their needs and feelings.

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

- The childminder knows the children extremely well and has an excellent understanding of each child's unique personality and interests. This includes a detailed understanding of each child's learning. The childminder knows what children have already mastered and provides well-thought-out activities to teach children the knowledge and skills for them to learn next. Children are gently encouraged to step outside of their comfort zone to expand their experiences. For example, children explore different textures when playing with materials, including shaving foam, mud and paint.
- The childminder encourages children to recall prior learning within their play to check whether they have learned what she had intended. For example, the childminder prompted children to remember a recent planting activity. Children talked about what they had learned about the soil and how the seeds will grow into plants if they look after them and water them.
- Children enjoy healthy snacks and meals that the childminder provides for them. The childminder supports children to feed themselves independently and encourages them to use their senses. Children explore new foods, such as pomegranates, and develop an increased enjoyment of what they are eating.
- The childminder places a strong emphasis on children having a wide range of experiences in the local community. They have regular opportunities to meet

other children at local groups, go to the library to choose new books to read and visit other places of interest. Consequently, children develop an understanding of, and respect for, people, families and communities beyond their own.

- Children talk about the importance of brushing their teeth and keeping themselves healthy and safe. For example, children remind each other about wearing their hats in the sun and talk about how they have applied sun cream, saying 'it's to stop getting sun burn'.
- Parents report that they are extremely happy with the care the childminder provides and the positive impact on their children's development. For example, they talk about how their children have grown in confidence since attending the childminder's setting, and say that the childminder 'has changed our COVID baby'.
- The childminder is committed to continuously improving her professional knowledge. She is proactive in accessing training and also completes her own research to deepen her knowledge. The childminder uses this knowledge to provide children with the highest quality education and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She completes regular training to ensure that she keeps her knowledge as up to date as possible. The childminder recognises the signs of neglect and abuse and understands the importance of acting in a timely manner. This helps to ensure that children receive the support that they might need. The childminder makes sure the premises are safe and secure, and that children are supervised effectively.

Setting details

Unique reference number	EY318333
Local authority	Solihull
Inspection number	10116098
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 June 2015

Information about this early years setting

The childminder registered in 2005. She operates all year round from Monday to Wednesday, 8.30am until 4.30pm, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3 and provides funded early education for three-year-old children.

Information about this inspection

Inspector

Angela Dyer

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector took account of the written views of parents.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documents on request.

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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