

Childminder report

Inspection date: 24 June 2025

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

Children arrive happy and keen to spend time in the childminder's care. The childminder is kind and nurturing and children develop a close bond with her. Children demonstrate a strong sense of belonging. They move around the childminder's home freely and explore the environment with confidence. The childminder is attentive and joins in with children's play. The childminder regularly takes children out on trips in the local and wider community, which helps to enhance their understanding of the world. Children enjoy plane spotting at the nearby airport and visits to the local library, farms and parks. The childminder takes children to toddler groups, where they have opportunities to form new friendships and practise their developing social skills in larger groups and with others less familiar to them.

Children benefit from consistent boundaries and familiar routines. They help with daily tasks, such as tidying away toys. The childminder supports children to develop their independence. Children manage their self-care routines, such as going to the toilet independently. They learn to dress themselves. Children demonstrate a positive attitude towards their learning and develop the skills and attitudes they need for their next stage of learning, including their eventual move to school.

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

- The childminder has high expectations for children's achievements and offers high-quality care and education. She has developed an ambitious curriculum that focuses on children's interests and builds on their existing knowledge. The childminder is aware of the different services she can use to support children with special educational needs and/or disabilities, and how to access them.
- The childminder places a strong focus on children's language development. She continuously engages children in discussions and conversation, models correct sentence structure and introduces new words, such as 'section' and 'evaporate'. The childminder asks children thought-provoking questions that encourage them to express their opinions and ideas.
- The childminder has high expectations for children's behaviour. She teaches children to be kind and respectful towards each other. Children listen to the childminder's reminders on keeping safe, and they learn to share, take turns and negotiate with each other.
- The childminder supports children's learning as she interacts with them as they play. However, at times, her attention is drawn to the oldest children. As a result, on occasion, younger children find it harder to take part and benefit from the childminder's high-quality interactions.
- The childminder skilfully integrates early mathematical concepts into play and routines. As children join in water play, the childminder introduces terms such as

'more', 'less' and 'full'. She encourages children to explore which materials will float or sink. At snack time, the childminder asks children to count the number in the group and determine the number of plates required.

- The childminder provides children with a broad range of activities that captures their interests. However, on occasion, the childminder plans group activities that do not always take account of the varying ages and developmental levels within the group. Consequently, at these times, children do not fully benefit from the experience.
- The childminder boosts children's self-esteem and confidence with regular praise and encouragement, for example when children use good manners, show kindness to others or complete a task.
- The childminder supports children to learn about and develop healthy lifestyles. She works closely with parents so that children bring along healthy packed lunches and snacks. The childminder talks to children about the benefits of nutritious food and healthy portions.
- The childminder ensures children have lots of opportunities to spend time outdoors in the fresh air. Children develop their large muscles as they use climbing apparatus, push themselves along on ride-on toys and use rockers.
- The childminder demonstrates a commitment to continuous improvement and has a proactive approach to enhancing her service. For example, she undertakes training and online research to further develop her knowledge and skills. She meets regularly with other childminders to share ideas and best practice.
- Parents are full of praise about the childminder. They say she provides them with regular feedback on their children's achievements and next stage of learning. Parents say their children thoroughly enjoy their time in the childminder's care. They comment on the good progress their children make.

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:

- give careful consideration to children's age and stage of development when planning group activities
- review evaluation of own practice to identify ways to achieve consistency of support across the curriculum for the youngest children.

Setting details

Unique reference number	EY335245
Local authority	Solihull
Inspection number	10388709
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Solihull. She operates all year round from 7.30am to 5.30pm, Monday and Friday, and 8am until 5.30pm Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early years education for children aged between nine months and four years.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector spoke to parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation.

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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