

Childminder report

Inspection date: 15 August 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

The childminder has created a home-from-home setting. She greets children and their parents with a warm welcome. The childminder becomes actively engaged in children's play. Children have secure bonds with the childminder. As a result, they settle quickly.

Children select independently from a variety of activities. For example, they use the creative materials to make hats and drawings. They use wooden blocks to build enclosures for the toy animals and build bridges. Children replicate patterns by connecting colourful magnetic shapes, such as squares and triangles. Children enjoy playing in the garden. They watch as the water trickles down underneath the water tray. The childminder is skilful at balancing her time between the children. She scans the room to gauge who needs her support next. This ensures that children are happy and engaged in their chosen play.

Children enjoy going on outings with the childminder. They visit local parks and the library. The childminder reminds children to take turns and share. She uses a specific song to facilitate smooth transitions for children between activities. The children know which song to play when it is time to tidy up. This helps them to focus their attention on tidying up the resources. As a result, the children behave extremely well.

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

- The childminder has a secure knowledge about child development. She uses this to design a sequenced curriculum for all children. She knows about children's individual interests and uses this knowledge to plan experiences for them. For example, she has enhanced her environment by adding resources, such as large dinosaurs and animals. This keeps children engaged and focused on learning. The childminder uses good methods of teaching. However, she does not always allow enough time for children to think and respond to her questions.
- The childminder has systems in place for assessment and uses an approach that helps her to identify what children need to learn next. For example, she helps children to count one by one beyond the numbers they already know. This helps children to make good progress in mathematics.
- Children are developing their fine motor skills. For example, they learn how to hold a pair of scissors correctly. They thread wooden shapes. The childminder reminds children to pinch their finger and thumb, which helps to support them with their threading. This ensures that children are developing the skills they need to become competent writers.
- Children are developing their listening and attention skills through books. For example, when the childminder reads to children, she ensures that they are

engaged in the story by encouraging them to participate. Furthermore, she teaches children about taking turns when turning pages of the book. This helps them to hear vocabulary and share books with their friends.

- Children's understanding of the world is well supported. When children show an interest in dinosaurs, the childminder uses this to help them to learn about the past. For example, she says 'this was a long time ago'. This develops curiosity in children and further leads to discussions about volcanoes. This ensures that children are developing a sense of time of the past and present.
- Children are learning to be independent. The childminder guides them to use the toilet and helps them to remember the steps they need to take. She further reminds children to wash their hands and put on their shoes. This helps them to manage their own self-care routines.
- Children benefit from healthy snacks and nutritious meals. They enjoy strawberries, blueberries and cheese sandwiches. The childminder engages in discussion with children and talks about which foods are healthy. For example, they talk about how eating broccoli will make them big and strong.
- Parents report that the childminder provides a warm, safe and nurturing environment. They feel that they are kept well informed about their children's development. They explain how the childminder has helped their children to get ready for school. They have noticed that their children have become more independent. Parent partnerships are well established.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- continue to build on the already good teaching by giving children more time to think and respond to questions asked, to support their thinking and language skills even further.

Setting details

Unique reference number	EY342035
Local authority	Solihull
Inspection number	10399228
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	3 to 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2007 and lives in Solihull. She operates her childminding provision from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for any eligible children attending.

Information about this inspection

Inspector

Dal Malhi

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, 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.
- Parents shared their views of the setting with the inspector.

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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