

Childminder report

Inspection date: 25 November 2019

Overall effectiveness	Good
------------------------------	-------------

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 enjoy their time at this homely environment where they engage in a good range of activities. They play in a well-resourced playroom and have independent access to toys and resources. The childminder follows children's interests and choices with regard to the activities they want out each day. Children are happy, safe, secure and settled in their environment. They demonstrate good levels of confidence and have positive relationships with the childminder. Children respond well to her and understand her expectations of them. The childminder regularly praises children, which promotes their emotional well-being effectively. She is a good role model who is calm, kind and reinforces good manners. The childminder supports children's language development well and constantly talks to them and asks questions. For example, they work out why the glue does not stick. Children enjoy interacting with the childminder as they play with dough. They mould it, pat it and roll it, and use a range of objects to cut out shapes. The childminder teaches children colour names and supports them to count the number of dinosaurs they have in the dinosaur world. Children enjoy being creative and imaginative; for example, they decorate a character using different materials, such as wool for the hair, and add goggle eyes.

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

- The well-qualified childminder observes children as they play and completes accurate assessments of their learning. She plans effectively for what children need to learn next and tracks their progress. Each child has a learning journal which includes photographs of them engaged in activities, and these are shared with parents. However, she does not encourage parents to share information about their children's starting points and ongoing achievements at home, to further support the planning process.
- The childminder provides good opportunities for children that follow their interests. Children are successfully engaged and motivated to learn. For instance, they respond positively to story time with the childminder. They listen well and talk to her about what might happen next as they describe the different trains and characters in the story.
- Children make good progress and demonstrate good levels of progress in their communication and language. Young children communicate clearly, and eagerly respond to simple questions. The childminder gives children plenty of time to think and extend their vocabulary.
- The childminder reinforces children's growing awareness of how good hygiene practices contribute to their well-being. They wash their hands regularly and learn about good hygiene through daily routines. Children understand and talk about the importance of removing germs before eating and after using the toilet.
- The childminder has developed good relationships with parents. She knows the

families well and regularly maintains a daily exchange of information regarding children's care needs. This helps to ensure a consistent approach. Parents say the care provided is outstanding, nothing is too much trouble and children thoroughly enjoy their time.

- The childminder plans a good range of activities that reflect children's interests and individual needs. For example, she takes children on outings to various places within the community. They attend groups and she invites other childminders to her home for playdays to help develop children's confidence and social skills. Children engage in activities such as Diwali, Bonfire Night and Christmas to increase their understanding of the world, and access small-world figure depicting images of disability.
- The childminder has established good links with other early years providers and local schools, and shares information about children's interests and learning needs. She regularly obtains daily feedback from the local school, in order to know what children are doing so she can complement their learning. The childminder shares transition reports with the new setting children will attend so staff know what children can do and where they are in their development.
- The childminder reflects on her setting and what she can improve on. She seeks the views of parents through questionnaires and completes a survey of their responses. The childminder maximises opportunities to develop her knowledge and skills through attending training. This includes how to prepare for the inspection and how to promote positive behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to swiftly identify and report child protection concerns, including the wider safeguarding remit. She can confidently identify the signs and symptoms that may indicate a child is being abused, and has completed child protection training. The childminder has a detailed written safeguarding policy, and this is informed by advice from the Local Safeguarding Children Board. She is also aware of her responsibilities should an allegation be made against her, or a member of her household. The childminder creates a safe environment for children. She checks her home every morning prior to children's arrival and takes steps to minimise any risks.

What does the setting need to do to improve?

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

- encourage all parents to share information about their children's starting points and ongoing achievements at home, to further support the planning process.

Setting details

Unique reference number	EY342035
Local authority	Solihull
Inspection number	10071238
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 March 2015

Information about this early years setting

The childminder registered in 2007 and lives in Solihull. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- The inspector completed a learning walk and evaluated an activity with the childminder to understand how the early years provision is organised
- The inspector spoke to the childminder and children during the inspection.
- The inspector looked at a sample of the childminder's documentation. This includes information about the suitability of members of the household and her policies and procedures.
- The inspector took account of parents' written comments and views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019