

Childminder report

Inspection date: 15 October 2024

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 are eager to arrive at the setting. They receive a warm welcome from the friendly and caring childminder. The childminder has put robust arrangements in place to help children settle when they first start attending. Children have many opportunities throughout the day to choose how they spend their time and who they play with. Young children develop positive relationships and demonstrate enjoyment at playing alongside each other. The childminder animatedly shares familiar songs and stories with children. This helps them to develop their attention and listening skills. Her enthusiastic approach is warm and engaging. This contributes to children's feelings of well-being.

Children benefit from spending time outdoors. The childminder provides a range of activities and opportunities that reflect their current interests. The childminder is an active play partner. As a result of her high level of involvement, children become engrossed in their play. For example, they focus intently on using water and brushes to make prints and patterns on the walls.

The childminder provides healthy snacks and meals for the children in her care. She has a sound knowledge of children's nutritional requirements. Children enjoy getting involved in the preparation of food. This increases their understanding of healthy eating. For example, children help the childminder to make sandwiches for their lunch. She praises them when they try new foods.

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

- The childminder has developed an ambitious curriculum for the children in her care. She has a clear vision of how she is going to support children to build on what they already know and can do. The childminder gathers information from parents when children first start. She uses this information effectively to plan for children's individual needs. This helps children make good progress.
- The childminder is committed to professional development. She attends regular webinars and training sessions. The childminder uses any newly acquired knowledge and understanding to drive improvements across the setting. For example, she is developing her knowledge of how to carry out communication and language assessments. This will enable her to offer targeted interventions to children in her care.
- The childminder reflects on children's individual learning styles to support them to reach their potential. She adapts her planning and teaching to reflect children's fascinations and increase their awareness of the world around them. For example, children enjoy sweeping up leaves in the garden. They also practise their hand-eye coordination as they use the dust pan and brush.
- The childminder promotes early independence. She skilfully adapts the level of

support on offer to meet children's individual needs. The childminder uses her sound knowledge of each child to ensure they receive the help they need to be successful in self-care tasks. As a result of the childminder's positive communication, children persevere with tasks that they find tricky, such as putting on their waterproof gear.

- Young children learn to take turns. The childminder supports them to play cooperatively. She responds positively to children's shared attention and effectively supports their communication with their peers. The childminder models turn-taking and praises children when they share the resources on offer. Children smile in response to her praise.
- The childminder exposes children to a wide vocabulary as they play. She introduces new language and ensures they hear the correct pronunciation of words. The childminder creates opportunities for children to develop their social interaction skills as they sit together for snack and mealtimes. However, on occasion, the childminder does not pause sufficiently to enable children to think and respond to her comments or questions. This somewhat limits their opportunities to express their wishes.
- Children enjoy stories and singing. The childminder shares short stories that reflect their age and stage of development. As a result of her skilful engagement, children remain focused during small-group time. This helps to foster a love of books and promotes children's early literacy skills.
- Parents speak extremely positively about the setting. They appreciate the care and attention that the childminder pays to their children's development. Parents are thrilled with the progress that children make while in her care. They feel well informed and fully involved in their learning. Parents are complimentary about the detailed feedback provided by the childminder.

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:

- provide children with more time to think and respond to comments or questions to support their verbal and non-verbal communication even further.

Setting details

Unique reference number	EY357246
Local authority	Solihull
Inspection number	10359895
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 December 2018

Information about this early years setting

The childminder registered in 2007 and is located 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 appropriate early years qualification at level 3. The childminder provides funded early education for children aged between nine months and four years.

Information about this inspection

Inspector
Lisa Gadsby

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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