

Childminder report

Inspection date: 9 July 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 are happy and settle well at this nurturing childminder's home. She sings nursery rhymes with them and forms warm and positive relationships. The childminder invests time in playing with children. As a result, children's well-being is well supported. The childminder values and promotes a love of books. Children enjoy listening to stories being read to them. They copy and use new words and actions as they excitedly join in with stories. This helps children to develop deeper knowledge and understanding.

Children have great fun learning about the natural world around them. They discover snails near the bug house they have built. Children are curious as they closely study insects with support from the childminder. She skilfully uses opportunities to engage children in conversations to talk about what they have found. The childminder uses effective questioning to challenge children further. This helps to enhance children's communication and language skills.

The childminder engages children in mark making using a variety of writing tools. All children talk confidently about the marks they make. The childminder helps children to link letters to sounds. For example, when children use chalk, she uses this opportunity to encourage children to write initial letters of their names by saying sounds. This helps children in developing their early literacy skills.

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

- The childminder has implemented a curriculum that is well thought out. She focuses on following children's interests and next steps in their learning. The childminder regularly reflects further on her practice and knows what she needs to improve on. She accesses a range of training to enhance her ongoing professional development.
- The childminder is a good role model. She is friendly and calm in her approach to the children. The childminder offers praise and encourages children to follow rules. Children are polite and well mannered. They have developed lovely friendships and work as a team to help tidy up. However, at times, the childminder does not ensure these rules are put into practice at all times. As a result, children do not consistently understand how their behaviour affects themselves.
- Children develop their physical skills. The childminder confidently adapts activities to meet all children's learning and development needs. For instance, when older children develop their fine motor skills using tweezers and bugs, the childminder provides them with challenging resources. Younger children are supported to have a go by using resources that are suitable for their age. This helps children to strengthen their fine motor skills at their appropriate age and

stage of development.

- Daily routines are well embedded. Children know the importance of handwashing and enjoy their social mealtimes. They talk to each other as they name their favourite fruits and talk about trips they go on with their families. The younger children feed themselves and older children get their shoes on and off by themselves. This helps children to develop independence skills.
- Children enjoy their time outdoors. The childminder provides children with plenty of opportunities to be physically active. They visit the park, walk to the shops and engage in physical play. For example, children step along the stepping stones to develop their balancing skills. They enjoy jumping in puddles that they create, and show control when throwing and kicking balls. These experiences help to develop children's physical skills and confidence in moving and exploring.
- Children make progress in mathematical skills. The childminder supports children's understanding of numbers and counting. For example, when children roll the dice and count out bugs, the childminder helps children count the bugs one by one. Additionally, the childminder encourages children to count on their fingers, which builds on existing knowledge. As a result, children gain a good understanding of early mathematics.
- Parent partnerships are effective. They speak highly of the childminder. Parents say that their children have made lots of progress and the childminder goes 'above and beyond'. They say she is dedicated and nurturing to their children, and provides daily communication about their child's day. Parents comment that the childminder understands their children's development really well and supports the children's well-being.

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:

- consistently embed the setting's behaviour rules for all children to help them fully understand what is expected of them.

Setting details

Unique reference number	EY362119
Local authority	Solihull
Inspection number	10399309
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	27 November 2019

Information about this early years setting

The childminder registered in 2007 and lives in Cheswick Green, Solihull. She operates all year round from 7.30am to 5.30pm, Monday, Tuesday, Wednesday and Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Reena Rai-Aheer

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector and childminder discussed how the curriculum supports children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and childminder carried out a joint observation of an activity.
- Written feedback from parents was reviewed by the inspector, who took account of their 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.

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