

Childminder report

Inspection date:

27 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The environment is secure, clean and tidy. This helps to keep children safe. The childminder is loving and attentive. She makes use of settling-in processes to get to know and bond with children and their families. The childminder finds out information about children's family and backgrounds. She also finds out about children's care needs and routines to help ensure these are met. Children settle quickly and are relaxed and content in the childminder's care. Children listen, follow direction and behave well. They are motivated to play, explore and ultimately learn. The childminder's teaching skills are continually developing. She has sound expectations of children's development and she can identify the key next steps in their learning. However, she tends to promote these using general interaction rather than targeted planning, specifically with babies and young children. Nevertheless, she broadly plans activities that are mainly based on themes such as colours, and provides varied resources for children based on their interests. Children have fun and enjoy attending. Babies like exploring and connecting together coloured rings and posting colourful shapes into a shape sorter. Young children like making models from construction bricks and they really enjoy role play, such as pretending to make drinks and food for the childminder. Older children develop problem-solving skills as they spend time completing large puzzles. All children progress well in their learning and typically achieve as expected for their age, stage and abilities.

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

- The childminder is experienced. She conducts research and networks with other childminders by using online forums and also local providers within the community where she has established links. However, the childminder does not make the most effective use of professional development. There is room for her to build on her teaching skills to help promote learning outcomes for children at an even higher level.
- Teaching is good. The childminder observes what children know and can do and has a clear idea of their progress so far. However, babies and young children do not consistently benefit from a highly rich and imaginative curriculum to fully extend their learning as far as possible. This is because the childminder does not plan as precisely as possible for all children's key next steps in learning. That said, the childminder monitors children's progress. She has links with the local early years teams so is well placed to seek additional support for children if required. This helps to ensure no child falls behind.
- The childminder promotes communication, language and literacy and this is a key focus in her setting. She talks to children constantly, she asks plenty of questions and encourages them to engage in conversation with her. All children delight in sharing fact books and stories with the childminder. They also love

making music with a variety of instruments as they sing a range of familiar rhymes and songs.

- The childminder promotes children's physical well-being. She makes use of the government's 'Eatwell' initiative in her setting. The childminder talks to children and their parents about the benefits of healthy eating and provides guidance on this. She is rigorous in promoting good hygiene. The childminder changes children's nappies frequently and she ensures they always wash their hands before eating. She also promotes physical exercise. The childminder plays with children outside at the front of her home, using balls, beanbags and hoops. She also takes children out for walks to the local park and woods.
- The childminder is knowledgeable about inclusive practice. She takes children out in the community so they learn about the environment and a variety of people and the jobs they do, such as the post service or police officers. She helps children to share their cultural experiences in the setting and uses her links with families living in other countries to help them learn about those in the wider world.
- The childminder is calm and consistent in her approach to managing behaviour. She helps children to learn to be polite, kind and caring. The childminder spends time talking to them about emotions and feelings. She also helps them to play cooperatively with others by sharing and taking turns.
- The childminder works very closely with parents. She talks to them, sends home communication diaries and uses various messaging systems. Recently, she has created 'magic moment' sheets to encourage them to share what their children are learning and experiencing at home. Parents comment that overall, they think the setting is fantastic and they are very happy with the service provided.
- Self-evaluation is in place. The childminder values the views of children, parents and other professionals. She reflects on the strengths of the setting and sets herself priorities for development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is well organised. She keeps all her mandatory training, such as safeguarding and first aid, up to date. She keeps robust documentation that helps to maintain the efficient running of the setting. The childminder completes risk assessments of the environment to help minimise any hazards. The childminder's child protection knowledge is strong. She knows how to identify and manage different types of concerns. The childminder has good links with the local pre-school and school where she drops off and collects children daily. She shares some two-way information about children's care and well-being. This helps to promote children's welfare.

What does the setting need to do to improve?

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

- extend the curriculum and focus the planning more precisely on providing children with rich and imaginative challenges that promote their key next steps in learning, particularly the youngest children
- enhance professional development and focus more sharply on developing teaching skills to help promote excellent learning outcomes for all children.

Setting details

Unique reference number	EY362119
Local authority	Solihull
Inspection number	10116129
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 September 2015

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 to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector had a tour of the childminder's home. She reviewed and discussed with the childminder the range of resources, toys and equipment in use.
- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector held discussions with the childminder about how she promotes children's learning, development, health, safety and welfare.
- The inspector looked at available documents, including children's learning records, risk assessments, attendance, accident and medication logs, and all relevant policies.
- The inspector checked evidence of the suitability of the childminder and all those living in the household. She also checked the childminder's qualifications and training certificates.
- The inspector sought the views of parents from the written evidence provided.

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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