

Childminder report

Inspection date: 15 February 2023

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 very settled in the childminder's care. They build strong bonds with the childminder and her assistants. They also develop lovely relationships with their peers. For example, babies smile and giggle as older children entertain them, as they wait patiently for snack to be cleared away. The childminder and her assistants are nurturing and manage children's care needs and routines well. Children are calm, happy, and content. The childminder's behavioural expectations are clear, and she and her assistants reinforce them with positivity. Children behave well and learn to take care of the environment, including tidying up when asked. Older children enjoy the responsibility of small tasks, such as setting up new activities.

The environment is well resourced and carefully adapted to meet children's needs. The childminder's curriculum ethos is about igniting children's curiosity through child-led play. The childminder and her assistants encourage children to choose what they want to do and promote their individual learning in the moment. For example, they talk to children and ask appropriate questions as they build models with construction bricks. They extend the resources available as children enjoy role-play with dolls, such as adding things that relate to going to the doctor or dentist. This helps children to create and be imaginative,, and learn about keeping themselves healthy and well.

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

- The childminder and her assistants know children well and ensure their good progress. They provide children with adult-directed activities linked to themes. For example, children learn about nature and wildlife as they enjoy making bird feeders from craft materials. However, the childminder and her assistants do not carefully consider what they want children to learn and how this links to individual children. Therefore, there is scope to further enhance the adult-led aspect of the curriculum to aid teaching and help children get the most out of the activities planned.
- Communication and language is a key focus in the setting. The childminder and her assistants share books and stories with children routinely. They also engage them in lively music and singing sessions. They promote good sitting and listening, and encourage children to share their thoughts and join in when asked.
- Children with special educational needs and/or disabilities are extremely well supported. The childminder works closely with their parents and has excellent two-way links with other providers and professionals. This helps to ensure continuity for these children.
- Parent partnerships are extremely positive and the childminder is very open with

her families. She shares two-way information about children's care and learning using varied methods. Parents comment that the childminder's commitment to care and education of children is simply exceptional, and they would not want to send their children anywhere else.

- Children are confident to play and explore. The childminder prioritises teaching them to manage their self-care when they are ready, including using the toilet, washing their hands and putting on their own coats. This helps them learn to be independent in preparation for the transition to pre-school or school.
- The childminder promotes children's physical well-being. For example, she finds out about their medical and dietary needs when they start. She accommodates and caters for these with expertise. She implements health care plans and stores medication appropriately. She offers a nutritious home-cooked menu and provides alternative food options as required.
- The childminder provides children with a wealth of experiences that help them learn about the environment, their own and other people's lives, and the wider world. For example, children routinely go to the library, visit the post office and go to the supermarket. They go litter picking in the local area, occasionally, visit the local care home and take trips further afield.
- The childminder keeps her mandatory training up to date, including her first aid and safeguarding. She supervises and supports her assistants. The childminder's assistant report that the childminder is conscious of their well-being and promotes their interests. They all work very closely as a team, which helps them to maintain good practice.
- The childminder reflects on her own and her assistants practice routinely. However, she does not routinely establish clear priorities for the future to help elevate the standards to the highest level. As a result, she is yet to implement broad professional development plans for herself and her assistants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her premises is secure. The environment is clean, tidy and safe. The childminder and her assistants are knowledgeable about how to safeguard children. They know how to identify and respond to child protection concerns. This helps to protect children from harm. The childminder and her assistants also teach children how to keep themselves safe. For example, children learn about road safety on outings and how to use knives with care as they cut their own fruit at snack time. This helps them learn about risks and how to manage them safely.

What does the setting need to do to improve?

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

- enhance the curriculum and carefully consider the intent behind planned activities to aid teaching and help children get most out of them
- establish a clearer vision for the future and implement broad professional development plans to help further elevate the standards to the highest level.

Setting details

Unique reference number	EY365018
Local authority	Solihull
Inspection number	10235161
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	18
Number of children on roll	25
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 2008. The childminder holds an appropriate early years qualification at Level 5 and she employs three assistants who are qualified at Level 3, 5 and 6. She operates all year around. Sessions are available Monday to Thursday, from 7.30am until 6pm and Friday from 7.30am until 5pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector both verbally and in writing.
- The inspector observed the interactions between the childminder, her assistants and children. The inspector carried out a joint observation of a craft activity with the childminder.
- 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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