

Childminder report

Inspection date: 18 August 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

The childminder works alongside her daughter as a co-childminder. Together, they offer children a stimulating, warm and caring environment to play and learn in. Children show a strong sense of belonging and trust in the childminder. For example, they snuggle up close to the childminder to share a book. The childminder provides a stimulating and nurturing environment, both indoors and outdoors. Children are motivated and confident as they explore the environments with their friends. The childminder knows children well and skilfully weaves learning into their play. For example, she introduces counting as children play. She uses books to extend children's learning further. The childminder skilfully supports children with pronunciation by repeating words back to them so that they can hear the words pronounced correctly, and she introduces new words in context. She has clear boundaries that children learn and adhere to, such as not running in the home, sharing toys and being kind. Children display positive behaviour. They are respectful to each other and use good manners. Children are independent. They learn to manage their own personal care and tidy up after themselves.

Children develop positive attitudes towards their learning. They are enthusiastic learners who like to explore and investigate.

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

- The childminder has high expectations of all children. She has devised a broad, well-sequenced curriculum that covers all areas of learning. The childminder is aware of where she can obtain support for those children who may need additional support. Consequently, all children make good progress and are well prepared for starting school.
- The childminder has a good knowledge of how children learn and uses this to plan activities to help children to make good progress from their starting points. However, there are times, during group activities, when the childminder does not always recognise when less-confident children are not as well engaged and need more support.
- The childminder helps children learn about how things grow. She supplies children with seeds and plants to take home and tend to with their families.
- The childminder is an animated reader who encourages children's involvement in books. She captivates children's interest, and they become absorbed and listen intently. Children eagerly discuss the characters and what they are doing. The childminder asks children thought-provoking questions that encourage children to express their opinions and ideas and to extend children's thinking skills.
- The childminder supports children to develop confidence and high levels of self-esteem. She encourages children to persevere and provides lots of praise for their efforts and achievements.

- The childminder helps children to learn to keep themselves safe. For example, young children learn to carefully negotiate the step from the home into the garden.
- The childminder supports children to learn about healthy lifestyles. Children learn the importance of good hygiene, including washing their hands before eating. Children enjoy lots of time outdoors each day in the fresh air. The childminder provides nutritious and healthy snacks and meals.
- The childminder encourages children to be active in their play. Children have great fun as they climb the steps on the childminder's slide in the garden. Children are confident as they use ride-on toys with good control, balance and coordination.
- The childminder recognises the importance of developing children's small-muscle strength in readiness for early writing, and she provides many opportunities to support this, including encouraging children to make marks with water outdoors using wide paintbrushes and chalks.
- The childminder manages behaviour well. Children listen to instructions. For instance, when children are reminded to not climb up the slide, they listen and comply. This helps children to learn that rules are in place to keep themselves and others safe. Children are polite and play well together.
- The childminder completes mandatory training. However, she does not prioritise her professional development to help her to build on her existing knowledge and teaching skills to enhance the quality of her teaching even further.
- Parents speak highly of the childminder and the service she provides. They comment on how much their children enjoy attending and the good progress they make.

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 even more support to less-confident children to help them to fully engage in the high-quality activities, in particular during group activities
- develop plans for professional development to enhance practice to an even higher level.

Setting details

Unique reference number	EY374948
Local authority	Solihull
Inspection number	10407399
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder registered in 2008 and lives in Solihull. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with a co-childminder. The childminder provides funded early education for children aged between nine months and four years.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector took account of the views of parents through written feedback provided by the childminder and those parents spoken to.
- The childminder provided the inspector with a sample of key documentation.

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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