

Childminder report

Inspection date: 22 June 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 warmly welcomed into the family home of the nurturing childminder. They settle quickly and form good relationships with the childminder and her assistants. Children show that they feel safe and loved. They follow routines and are confident to choose where to play in the childminder's home. They explore the garden, travelling on ride-on toys and engaging in imaginative play in the sandpit. The childminder teaches children about how to care for the environment. Children join in with litter-picking activities and learn about the importance of recycling.

The childminder and her assistants are positive role models, demonstrating good manners and communication skills. Children behave very well. They listen and join in group activities cooperatively. Children enjoy group mealtimes in the garden. They talk with their friends and adults as they eat. Children plan what they will do next and discuss their experiences at the beach. The childminder and her assistants teach children how to use tools. Children learn to cut up their own fruit using a knife and are praised for their efforts. These skills help children to become independent learners and support them as they move on to the next stage in their education.

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

- The childminder has developed a curriculum that immerses children in a love of nature. Children spend time exploring in the garden and visit local parks and forests. When it rains, the childminder talks to children about the water helping the trees and plants to grow. The childminder invites children to investigate textures. They take off their shoes and socks and enjoy the sensory experience of walking and jumping in muddy puddles after it has rained.
- The childminder works with parents during settling-in sessions to discover children's early experiences. She uses this information to inform her initial planning. The childminder and her assistants get to know children well and celebrate their achievements. However, the childminder does not always use assessment effectively enough to plan precisely for children's individual next steps.
- Communication and language development is supported by the knowledgeable team. The assistants share stories with children of varying ages. They encourage babies to explore the textures inside the book and older children identify and discuss different animals. Children develop a love of books and learn new words as they listen to stories with good concentration.
- Children notice and comment on colours and shapes in the environment. They learn about months of the year as they talk about birthdays. Children help to update the calendar each day. The assistant helps children to count out the date and search for the correct numbers. Children enjoy setting out tiles to play

hopscotch. They work together to organise the numbers up to 10 in the correct order. Children learn that the numbers must be placed in numerical order and the assistant explains to them what this means.

- The childminder supports children's individual care needs. Changing times are carried out sensitively and allow children to quickly return to their play. Children receive individual toilet training, where they can choose to use a potty or toilet. The childminder supports children to understand that everyone is unique and special. She encourages children to talk about their family experiences and celebrates events that are special to them.
- Partnerships with parents and other agencies are good. Parents speak very highly of the childminder and the settling-in process that they receive. They are grateful that the childminder speaks to them promptly about any developmental concerns. The childminder shares children's assessment reports with the other settings that they attend. This support collaborative working and provides consistency of care.
- The childminder has a positive vision for the future of her childminding setting. She identifies training on sign language and autism as possible areas for professional development for herself and her assistants. However, she does not yet make best use of supervision opportunities to reflect on precise training and development needs. This means that teaching skills are not consistently improving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of their safeguarding responsibilities. They can describe the signs and symptoms of abuse and know the correct procedures to follow if they have concerns about a child's welfare. The childminder ensures that all people living and working in her home receive an enhanced Disclosure and Barring Service check (DBS). This is checked annually on the update service. The childminder conducts appropriate risk assessments of her home and garden. She keeps her family dog in a separate room while the children are in her home. A video doorbell helps her to prevent unauthorised access to her home.

What does the setting need to do to improve?

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

- enhance assessment procedures to plan more precisely for children's identified next steps
- monitor assistants and evaluate their practice more precisely to provide highly effective professional development that consistently builds on their teaching skills.

Setting details

Unique reference number	EY380147
Local authority	Solihull
Inspection number	10286080
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	9
Number of children on roll	27
Date of previous inspection	31 October 2017

Information about this early years setting

The childminder registered in 2008 and lives in Shirley, Solihull. She works with two assistants. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ali Myers

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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