

Childminder report

Inspection date: 11 June 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 thrive in the nurturing environment in the childminder's home, where they experience a strong sense of belonging and security. They arrive filled with excitement and are eager to engage in play. The childminder builds close, trusting relationships with both children and their families, keeping parents well informed about their children's well-being and development. As a result, children feel incredibly at ease in the childminder's company. They are inspired to learn and often take the lead in their own educational journeys, fully supported by the childminder.

The childminder acts as an incredible role model for the children, encouraging the use of good manners and positive attitudes. She always ensures a clean and safe environment. She dedicates her efforts to teaching children safe hygiene practices that keep them safe, while ensuring high standards and expectations for the quality of care and children's learning. Children demonstrate excellent manners and positive attitudes towards learning.

Children are naturally curious and often create their own rules during play. For example, they engage in an activity that develops their hand-eye coordination by tossing beanbags into circles. They take pride in their accomplishments and cheer on their friends for their efforts.

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

- The childminder has developed a well-structured curriculum that considers each child's unique learning style and interests. This approach not only motivates children to engage with their learning but also encourages them to take the lead in their learning. The childminder effectively builds on what children already know and can do, referencing past learning objectives to reinforce understanding. As a result, children become confident communicators and feel at ease expressing themselves within a group setting.
- When introducing new concepts, the childminder adapts her teaching to align with the children's interests, effectively expanding their understanding and introducing them to new vocabulary. As a result, children remain highly focused and engaged in their learning. For example, while manipulating play dough to create butterflies, they explore different 3D shapes. This personalised approach allows the childminder to create a high-quality learning environment. However, occasionally, younger children are left sitting at the table for too long, which causes them to lose motivation.
- The childminder fosters independence in children, helping them build confidence as they learn. Children are encouraged to choose their resources, allowing them to engage in imaginative play on their own terms. When introducing new

concepts, the childminder adjusts her teaching to match the children's interests, expanding their understanding and introducing new vocabulary. For example, children use felt boards for stories and rhymes and use their communication skills to retell the story.

- The childminder offers thoughtful support as children face challenges, helping to boost their confidence and self-esteem. Children show high levels of excitement and pride when they conquer even small obstacles. For instance, during rhyme time, the childminder intentionally forgets the song, encouraging the children to fill in the blanks. She gives plenty of praise and communicates her encouragement in a meaningful way.
- Children are full of energy and have the freedom to explore the outdoor play area. They dive into various activities, such as brewing imaginary tea in a mud kitchen, mixing sand and water, and enjoying themselves at a water play station. As they play, children squat, jump and balance water jugs in their hands, fully embracing the joy of outdoor exercising.
- The communication with parents is excellent. The childminder makes effective use of individual daily diaries to keep parents informed and to share important information, promoting a collaborative approach to their children's holistic development. Her dedication to providing parents with valuable information on meals, nutrition and contracts is commendable. Parents appreciate the childminder's loving and caring approach to their children.

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:

- review activities to better meet the learning needs especially for younger children, to increase their levels of participation.

Setting details

Unique reference number	EY404267
Local authority	Solihull
Inspection number	10398321
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	5
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in 2010 and lives in the Castle Bromwich area of Birmingham. She operates all year round from 7.30am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Anna Makowska

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about their intentions for children's learning and discussed the children's progress.
- The inspector spoke to children and gathered their views of the setting.
- Parents and carers shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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