

Childminder report

Inspection date: 26 July 2022

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 really happy attending the setting. They have very warm and positive relationships with the childminder. They comment that they like coming, the childminder is nice and they enjoy the activities provided. Children independently access the play environment. They make choices about what they want to do and demonstrate they are confident in the setting. The childminder has very clear behaviour expectations that are well understood by all children. They behave well and are very polite.

The curriculum is good. The childminder's ethos is very child focused. She plans a balance of child-led and adult-directed activities using children's interests, and chosen themes and topics promote different aspects of learning. Children have fun. They enjoy creative and imaginative activities. For example, children investigate sensory resources with excitement as they combine coloured water, oil and toy sea creatures in a plastic bottle. They think about what they are doing and learn to problem-solve as they explore. Children keenly include the childminder in their role-play games as they make her pretend coffee and breakfast in their café. The childminder incorporates mathematical learning as she introduces the concept of money and talks about how it is used to pay for items. Overall, all children are prepared for their future learning, including the eventual move on to school.

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

- The childminder knows the children in her care well. She observes and assesses their abilities. She provides a broad curriculum which ensures all children make good progress. The childminder is skilled at promoting the core skills children need to learn before moving them on to other areas. All children benefit from practising prior knowledge, which ensures that it is remembered. However, the childminder does not consistently utilise her adult-led planned activities as well as possible. Occasionally, the most able children do not always get the opportunity to stretch and extend what they know beyond their current abilities to help them reach their full potential.
- The childminder promotes communication, language and literacy well. She talks to children and asks lots of open questions. She makes use of sign language in her setting to communicate with younger children and those who are non-verbal. She provides plenty of opportunity for children to draw and make marks. Children select books to read with the childminder as they play, which helps develop their interest in literature and encourages a love of reading.
- The childminder ensures children learn about the importance of living a healthy lifestyle. Children cooperate with care routines. When they are ready, they learn to manage self-care, including using the toilet and washing and drying their hands with relative ease. The childminder provides nutritious snacks and meals

which children help her prepare. She also teaches children about oral hygiene as they brush their teeth with her daily and learn about how to look after their teeth.

- The childminder's setting is inclusive. She finds out about children's individual care needs, backgrounds, cultures and also the languages they speak when they start. She provides good support to those children who speak English as an additional language. She recognises and values the importance of allowing children to talk about and share their home experiences. She promotes acceptance, tolerance and mutual respect.
- The childminder conducts research, works closely with another local childminder and also has good connections with the local authority early years team for advice and support. She keeps her mandatory training up to date, including routinely refreshing her paediatric first-aid qualification. However, the childminder does not always reflect ambitiously on the quality of the provision. Therefore, she is unable to use what this tells her to set the most targeted areas for future development and build further on teaching practice to help promote excellent outcomes for all children.
- Partnerships with parents are strong. The childminder works with parents in a range of ways. All parents provide highly positive feedback about the setting. They feel that their children flourish in the childminder's care. This helps to foster continuity for the children, as well as their well-being and education, between the setting and home.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. The childminder has a dedicated space in her home for childminding which she risk assesses effectively. The environment is clean and during the COVID-19 pandemic, the childminder worked hard to prevent the spread of COVID-19 in her setting. Children are well supervised in the childminder's care. The childminder and all those who live in the household are suitably vetted. The childminder's safeguarding knowledge is strong. She is able to recognise various types of child abuse and neglect. She knows what to do in the event she has any concerns about children's welfare. This helps to protect children from harm and continually promotes their safety and 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 make better use of planning to provide further stretch and challenge for the most able children
- reflect more ambitiously on the quality of the provision and use this to build further on teaching practice to help promote excellent outcomes for all children.

Setting details

Unique reference number	EY416205
Local authority	Solihull
Inspection number	10074599
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in Hockley Heath, Solihull. She operates all year round, from 8am until 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- This was the first routine inspection the provider 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 they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children shared their views with the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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