

Childminder report

Inspection date: 8 November 2024

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 happy and settled in this welcoming setting. The childminder gathers information from parents when children first start. She uses this as a starting point for their learning and development. The childminder gets to know children very well. She supports them to feel safe and secure in her care. Young children seek the childminder out both for comfort and as a play partner. They laugh and giggle together and children respond joyfully to the childminder as she interacts with them.

Children delight in imaginary play. They build on their experiences from home to engage in role play in the kitchen. Children are excited to pretend to cook and serve food. The childminder pays careful attention to their actions to further support their learning. For example, when children play with bread, the childminder finds the toaster and demonstrates how to pop the bread in and push the button down. Children wait eagerly for the toast to pop up.

Together the childminder and the children engage enthusiastically in rhymes. Children eagerly join in with familiar actions. The childminder makes links between the stories they share and the rhymes they sing. For example, when children point to body parts in the book, the childminder reinforces their knowledge by singing an appropriate rhyme.

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

- The childminder has sound knowledge of child development. She uses this to develop a sequenced curriculum that reflects children's current interests. The childminder ensures that children are engaged in varied play opportunities throughout the day. This reflects their ever-changing fascinations.
- The childminder understands children's individual learning preferences. She skilfully adjusts the way that she interacts with children to build on what they already know and can do. The childminder ensures that play is inclusive. Children can access activities in a way that is most appropriate for them. This supports children to make good progress across all seven areas of learning.
- The childminder is committed to her professional development. She attends relevant training sessions to keep her skills and knowledge up to date. This enables her to reflect on her setting and make changes to consistently develop the service on offer to children.
- The childminder is an effective role model for children's language development. She responds positively to their verbal and non-verbal communication. The childminder ensures that children are exposed to a wide vocabulary through their play. As they share books together, the childminder provides simple explanations of new words while pointing to the pictures. As a result of the

childminder's skilful interactions, children develop as confident communicators.

- The childminder consistently supports children's understanding of her expectations. Her calm approach and clear communication help even the youngest children to develop their understanding of right from wrong. The childminder models turn taking and sharing. This supports children to play cooperatively with their peers.
- Overall, the childminder effectively supports children to develop their independence. For example, she teaches them how to successfully put on their own coat and shoes. However, on occasions the childminder does not fully extend opportunities for children to develop new skills, particularly with regards to handwashing.
- The childminder enables children to make choices throughout the day. For example, she offers a choice of fruit at snack time. The childminder skilfully gives children appropriate thinking time in order to respond to her questions. This helps to build their confidence.
- Children develop their fine motor skills and hand-eye coordination. The childminder offers them a range of tools when they show an interest in mark making. The childminder supports children to use crayons that build on their skills. For example, younger children choose from a range of chunky crayons.
- Parents are appreciative of the service that the childminder provides. They comment on the warm and nurturing relationships that the childminder develops with their children. Parents are very happy about the strong progress that children make during their time with the childminder. They comment particularly on the progress of children's communication and language development. Parents state that they feel well informed and engaged in their children's learning and development.

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 the arrangements for care routines, in particular handwashing, to support children's independence even further.

Setting details

Unique reference number	EY459527
Local authority	Solihull
Inspection number	10359983
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 December 2018

Information about this early years setting

The childminder registered in 2013. She lives in Solihull. The childminder operates all year round, from 7.30am to 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder is eligible to offer funded places for children age nine months to four years.

Information about this inspection

Inspector

Lisa Gadsby

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 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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