

Childminder report

Inspection date: 17 August 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 happy and settle well. They separate with ease from their parents. The childminder greets children and their parents at the door and children beam and smile as she says hello and takes them from their parents. There is a strong focus on developing children's social and emotional skills. Children feel safe and secure. They form strong bonds with the childminder and her assistant. The childminder wants all children to be happy and feel safe in her care as this helps them become successful learners.

Children can independently access toys which captivate their interest. The childminder and her assistant skilfully play and interact alongside the children and enhance their play. For example, when children show an interest in cars, the childminder builds ramps for them to roll the cars down. She talks to them about whether the car is going fast or slow.

Children's self-care skills are supported well. The childminder encourages children to be independent. Children learn that they need to wash their hands after going to the toilet and before they eat. Older children independently do this, and younger children receive support. All children are given wipes and they look in the mirror as they clean their own faces. The childminder teaches children about good oral hygiene. They talk about going to the dentist and how they need to keep their teeth clean. This helps to support children's good health.

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

- The childminder gathers information from parents and uses this to plan a broad and varied curriculum using children's interests. The childminder shares information with parents about their child's progress. However, parents are not always involved with assessments that the childminder completes, for example, the two-year-old progress checks. The childminder is considering ways to involve parents in the assessment progress so that they can support their child's learning at home.
- The childminder and her assistant complete training which helps to support their professional development. The childminder monitors the quality of teaching for her assistant. They have regular feedback sessions to discuss what went well and what didn't. This reflective practice helps to ensure that the quality of the provision and the curriculum is always good.
- Children enjoy going on outings. Regular trips are planned to local parks and the library. This helps children learn about communities that are different to their own. The childminder and her assistant teach children how to be respectful and kind. Recently, for an event celebrating kindness, they took chocolates to the library to share to say thank you for letting them use the facilities.

- Partnerships with parents are good. Parents comment that their children really enjoy coming to the childminder. They feel that their children are safe, happy and have made lots of progress while in the care of the childminder and her assistant.
- Children enjoy lots of fresh air. The childminder and her assistant take children to local forest-school sessions. Children learn about growth and what plants need to keep healthy. They are growing pumpkins and will use these for activities in the autumn. Children play outdoors at the childminder's. They use their large-muscle skills to climb and slide down apparatus. Young children use soft play apparatus to crawl and climb on. This helps to strengthen core muscle skills in their developing physical skills.
- There is a good mixture of child-led and adult-led activities. Children choose to look at and use musical instruments and this leads on to singing songs. The childminder and her assistant initiate a role-play game where jelly is used to feed the toy dolls. However, on occasions, not all adult-led activities are planned with a learning intention to meet the needs of all the children and their differing abilities.
- The childminder supports children with special educational needs and/or disabilities. She works with the parents and liaises with external agencies. This ensures a holistic approach for all children. The childminder ensures that children receive their entitlement to funding. She works with the local authority to provide spaces for children during school holidays. A programme of physical activities and meals is provided for them.
- Children behave well. The childminder and her assistant support children to manage their feelings. They have circle time and sing a hello song to each other and talk about how they are feeling today. At lunchtime, when the younger children start to get tired, the older children comfort them as they stroke their hair and put their arms around their shoulders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant ensure that they regularly keep up to date with safeguarding. They attend regular training and receive updates from their local children's safeguarding partnership. The childminder and her assistant are aware of the signs and symptoms to be aware of which may indicate a child is at risk of harm. They know the procedures to follow to report concerns about children in their care and the process to follow in the event an allegation is made. The childminder is diligent in her duty to keep Ofsted informed of any significant events which may affect suitability.

What does the setting need to do to improve?

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

- plan with more precision for adult-led activities so that they meet a learning intention for each child to help them achieve the best possible outcome
- strengthen further the partnership with parents by involving them in assessments, to help them support their child's learning at home to help children make even more progress.

Setting details

Unique reference number	EY461956
Local authority	Solihull
Inspection number	10304608
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	12
Number of children on roll	7
Date of previous inspection	1 December 2021

Information about this early years setting

The childminder registered in 2013 and lives in Castle Bromwich. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education places for two-, three- and four-year-old children. She works with an assistant. The childminder and her assistant both hold appropriate qualifications at level 3.

Information about this inspection

Inspector
Johanna Holt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder of an adult-led activity completed by her assistant.
- 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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