

Childminder report

Inspection date: 23 August 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 make good progress in their learning and development. They are very settled and happy in the childminder's care. Children display a strong sense of belonging and move freely around the childminder's home. They are independent and learn the importance of good hygiene practices. They wash and dry their hands before snack and tell visitors the soap smells of lemons. Children behave well and sit sensibly at the kitchen table to eat. They share and take turns with their friends. Children display good manners. They say 'please' and 'thank you' as the childminder helps them to open items in their lunchbox. Young children display a can-do attitude. They quickly take the spoon from the childminder's hand, as she starts to feed them, and proceed to feed themselves a yoghurt.

Children develop good communication and language skills. They listen attentively to stories and delight in singing songs and rhymes. Children develop good physical skills. They ride on wheeled toys and take the dolls for a walk in the pram around the childminder's garden. Young children learn about space and measure. They have fun as they fill and empty a selection of coloured cups with sand. Children watch with interest as the childminder demonstrates how to make a sandcastle. Young children giggle and enjoy knocking it down.

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

- The childminder displays a caring and kind persona. Her home is very clean and organised. She provides children with a wide range of good-quality toys and resources, both indoors and outdoors. The childminder knows what she does well and has identified areas of her practice she would like to develop. She reads articles online and regularly meets with other childminders to discuss current childcare trends and changes to legislation. Although the childminder keeps her mandatory training up to date, she is yet to target her professional development to build on her already good practice and further enhance the quality of her teaching.
- The childminder forms strong relationships with children. She is tuned into their needs and quickly recognises when the youngest children become tired or hungry. Young children sit comfortably on the childminder's lap and enjoy lots of cuddles. This helps to support their emotional well-being.
- Partnerships with parents are very good. The childminder works closely with parents to settle new children into her care. She speaks with them each day to share information about what children are learning during their time with her. The childminder uses digital messages to send photographs to parents of their children engaging in activities. This helps parents to continue and extend children's learning at home. Parents are highly complimentary about the childminder and the service she provides. They comment on the wonderful

activities she provides, her calm nature and how incredibly happy children are in her care.

- The childminder establishes strong relationships with staff from other settings children attend. She shares information with them at drop-off or collection times. This helps to provide a collaborative approach to children's education.
- The childminder plans a child-led curriculum. She knows children well and has a good understanding of their interests and what they need to learn next. The childminder plans activities and experiences which are tailored to meet children's individual needs. For example, when planning for children's speech and language development, she considers if she needs to focus on introducing new words, correct pronunciation or support children's confidence to engage in constructive conversations.
- The childminder effectively supports children's mathematical knowledge and skills. She provides experiences for children to learn how to match, sort and count. Together they play a shopping list game. The childminder skilfully asks children questions that promote their thinking skills. Children are quick to identify the items on their shopping list and talk about how much money they will cost.
- Children enjoy a range of opportunities to learn about the world they live in. The childminder regularly takes children out to visit places of interest within their community. They attend craft sessions at the local church and climb on apparatus in the local park. Children recently enjoyed celebrating the Queen's Jubilee at a street party the childminder helped to organise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of the possible signs and symptoms of abuse and how to keep children safe. She understands a wide range of safeguarding issues, including radicalisation and child exploitation. The childminder ensures that she completes all mandatory training, including updating her first aid and her safeguarding, and child protection awareness. Children are supported to learn how to keep themselves safe. The childminder teaches children about road safety and stranger danger when they are out in the community.

What does the setting need to do to improve?

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

- engage in further professional development opportunities to raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY474435
Local authority	Solihull
Inspection number	10231867
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 2004 and lives in Shirley, Solihull. She operates all year round, from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She holds an approved early years qualification at level 3.

Information about this inspection

Inspector

Tina Smith

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 childminder and has taken this into account in her evaluation of the childminder.
- The inspector looked at required documentation, including evidence of the suitability of those living in the household.
- The inspector took account of the views of parents through written documentation.
- The inspector discussed with the childminder her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this had on children's learning.

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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