

# Childminder report

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Inspection date: 10 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder's home and manner are warm and welcoming, which helps children to settle quickly, feel safe and thrive. The childminder is extremely caring and has high expectations for what she wants all children to achieve. She gives children a rich set of experiences that contribute to the excellent progress that they make. Children show how happy, confident and secure they are in the childminder's home. They are gaining skills needed in preparation for school.

The childminder places a strong focus on developing children's language skills. As a result, they become excellent communicators. Young children show that they swiftly develop their vocabulary and speak in full sentences with increasing confidence. The childminder is intuitive to each child. She skilfully follows their interests and lead to build on their knowledge. Consequently, children articulate what they know and recall prior learning to show what they have remembered. They excitedly talk about some of the trips they have been on with the childminder, such as visiting the castle. The childminder gives children the responsibility of using the membership card to enter the different places they visit. This helps children to do things for themselves and they proudly talk about this.

Children learn to regulate their own behaviour well. When needed, the childminder gently and sensitively reminds younger children about expectations and boundaries. Older children are positive role models for younger children and they develop firm friendships. They show real care and concern for one another and talk to each other very respectfully. The childminder celebrates children's unique qualities, praises and encourages them. Consequently, children develop self-assurance, curiosity and eagerness to learn.

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

- The childminder is proactive in developing her own professional knowledge. She attends training and uses this to reflect, evaluate and improve on her current practice. The childminder works in close partnership with the local authority and has led sessions to help other childminders develop their practice. This has helped improve their understanding of the changes to the early years foundation stage requirements.
- The childminder is extremely passionate about broadening children's life experiences. She takes the children on daily trips to participate in forest school activities. She teaches children to keep themselves safe and to learn about their world around them. Children develop their imagination in the outdoors as they dress up as different characters and act out scenes from their favourite stories.
- Since the COVID-19 pandemic, the childminder has recognised the importance of helping children to socialise and develop confidence in new situations.

Children have made exceptional progress with this. They socialise well and learn about differences in people, places and traditions. Children particularly enjoy interacting with others and show respect to everyone they meet.

- The childminder uses innovative ways to bring all areas of learning into routines and activities. She adapts her teaching to provide highly focused learning for every child. The childminder uses story and singing time to spark interesting conversations and increase children's knowledge about number and size. Children show what they have learned as they talk about the small, medium and large 'Billy Goats Gruff'. Children eagerly talk about the difference between healthy and unhealthy foods.
- Parents' comments about the childminder are overwhelmingly positive. They say that the strong developmental progress their children make is down to the wonderful experiences they have with the childminder. Parents report that the childminder has supported them and their children throughout the pandemic. They say that they are 'truly grateful for the care and learning their children receive in this home-from-home setting'.
- The childminder knows every child exceptionally well and plans for what she intends for children to learn every day. She uses her assessments and follows children's interests to build on children's prior experiences. Children excitedly engage in painting and mark-making activities. They concentrate for long periods and show good control and perseverance to complete tasks. For example, they tenaciously use chopsticks to pick the toy dinosaurs out of cornflour and water.
- The childminder responds to children's individual need for sleep and mealtimes to make sure every child is fully alert and ready for learning. This helps children to get the most out of the day. The childminder provides lots of opportunities for children to be physically active. Children enjoy playing in the garden and they negotiate space well. They have mastered the skill of moving over the rope bridge, taking measured risks and persevering until they accomplish doing it independently.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is proactive in keeping children safe. She has a strong knowledge of child protection and is alert to all factors that could suggest a child is suffering from abuse. The childminder has rigorous policies and procedures and shares these with parents. She knows the procedures to follow for allegations about herself or a family member. All suitability checks are completed for family members, and the childminder has strict procedures for visitors to her setting. The childminder's home is safe and secure. She completes risk assessments to ensure any hazards are identified and minimised to keep children safe.

## Setting details

<b>Unique reference number</b>	201854
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10115891
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	29 July 2015

## Information about this early years setting

The childminder registered in 1998 and lives in the village of Balsall Common, Coventry. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

## Information about this inspection

### Inspector

Emma McCabe

## 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 that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and secure.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector through discussions and written feedback.
- The childminder provided the inspector with a sample of key documents 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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