

Childminder report

Inspection date:

26 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are cared for in a safe and very welcoming environment. The childminder is clear that her focus for very young children is to support them effectively to make progress in the three prime areas of learning. She observes children, assesses their stages of development, and uses her assessment to plan so that children are challenged effectively to reach the next stage in their learning.

The childminder builds close bonds with the children in her care, and they develop a strong sense of emotional well-being. A gradual settling-in procedure helps children to feel emotionally secure from the onset of their care. Children are encouraged to show consideration for others. The childminder praises children for their efforts as well as their achievements, which helps to boost their self-esteem. She makes children aware of simple behaviour rules that include sharing toys, listening to each other and being kind, thoughtful and caring. Children confidently make decisions about their play. They choose from a good variety of toys and play equipment that are easily accessible in two indoor-play areas and outside.

Children learn to manage some potential risks for themselves. For example, older children know safety expectations for going up and down stairs to the bathroom. They understand the rules for play on a trampoline. Children are physically active, and they practise their handling skills in a variety of ways. For example, young children successfully manipulate buttons and switches on interactive toys.

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

- The childminder helps children to make good progress in readiness for the next stages in their education and eventual move on to school.
- The childminder adopts effective teaching strategies to help babies and young children develop their speaking skills. She interprets babies' needs through their vocalisations, and communicates with them by repeating the sounds that they make. The childminder continually engages in conversation with children. She ensures that when she asks them questions, she gives them time to think about how they want to respond.
- The childminder encourages children's independence during daily routines. Young children can feed themselves with a spoon and fork, using the handling skills that they learn through play. The childminder is alert to individual needs regarding tiredness and hunger. She works with parents to ensure that dietary needs are known and met.
- Children learn to recognise different seasons, and the childminder provides an activity that links to autumn. She shows young children pictures that represent the season, provides some horse chestnuts and then encourages children to discover that there are conkers inside. The childminder provides pieces of paper

that show the outline of a tree, and some brown, red, orange and yellow liquid paint on a plate. Children copy after the childminder models how to dip fingers into the paint and then create a brown tree trunk and use red paint to decorate the branches. The childminder encourages children to make marks by dipping conkers and acorns into the paint and then printing them onto paper. She asks the children about the texture of the conkers. However, she does not consider ways to extend children's interest in sensory exploration when their focus is on exploring the texture of the paint with their hands.

- The childminder effectively supports children's mathematical development. Children count as they build with small, coloured bricks. When they are happy that their tower is high enough, the childminder asks children to count again. She then challenges them to work out the total if they add one more. Children name the colours of the bricks, and the childminder encourages them to identify that when they look at the ends of each brick some are round, some are square and some are rectangles.
- The childminder keeps her early years knowledge up to date. She conducts online research and values the newsletters, cluster meetings and training organised by representatives of the local authority.
- Some of the childminder's practice helps children to develop an understanding of diversity. However, her practice is not fully effective in helping children to learn about communities, families and traditions beyond their own.
- The childminder engages parents in their children's development and learning in the setting and at home. Parents share extremely positive views about the childminder. They are very happy with their children's progress and say that communication is very good. Comments from different parents include, 'you are amazing and we are happy we found you', 'she is very knowledgeable about the sort of age-related bench marks your child should be attaining and when', and 'it is like a home from home'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. She is aware of the duty to prevent children being drawn into situations that would cause them harm. The childminder completes training to keep her child protection knowledge up to date. She identifies and successfully minimises potential risks in her home and garden. The childminder ensures that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain entry.

What does the setting need to do to improve?

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

- make the most of opportunities to support and extend young children's interest in sensory exploration
- build on current practice for teaching children about communities, families and traditions beyond their own experience.

Setting details

Unique reference number	EY444038
Local authority	Solihull
Inspection number	10235707
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	0 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Solihull. She operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Burnet

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults.
- The inspector took account of parents' views.

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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