

Childminder report

Inspection date:

8 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and content in the childminder's home. The childminder offers warm, caring relationships and helps new children to settle quickly. She gains information from parents about children's routines and comforters, uses children's family pictures to help them to see familiar faces if they become upset. The childminder's cuddles, reassurance and praise help babies and children to feel secure. She assesses children's levels of development and provides them with a generally broad curriculum that helps them to gain some of the skills for their future learning. For example, children enjoy playing with a range of small-world toys and they talk about numbers and colours as they play. Babies enjoys exploring paint and older children are beginning to give meaning to the marks they make. However, at times, activities are not suited to each child's individual needs and the childminder does not adapt her teaching in order to provide the highest levels of challenge. This means that older children do not become highly absorbed in purposeful learning. In addition, at times, the childminder does not consider how she can build further on ways to encourage children to develop their own thoughts and ideas. That said, she takes children on regular trips and visits to help them to learn about the world around them. For example, they visit the library and farms, and go on trips on trains and busses. Children happily recall their trips out and confidently talk about the coloured trams and numbered buses. Children's behaviour is generally good and the childminder is a positive role model.

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

- The childminder implements policies and procedures and offers children a safe and secure environment. She completes mandatory training to keep up to date with guidance and legislation. The childminder works with other childminders and shares and gains ideas to develop her practice further. However, she is not focusing her professional development on identifying weaknesses to help raise the quality of her teaching practice and improve her knowledge and skills to raise outcome for all children. The childminder's understanding of helping children to gain the skills needed in preparation for school is not good enough.
- The childminder provides toys and equipment that generally interest children. She interacts with them and joins in with their play to extend some learning. However, she does not plan challenging activities that are suited to each child's age and stage of development to build on what children know and can do. This means that children are not supported to make the best progress across all areas of their learning.
- The childminder talks to children and offers a language-rich environment. She says words clearly to help babies develop communication skills. The childminder engages in conversations with older children and asks a range of questions to encourage them to think and respond. She promotes numbers and counting

throughout activities and older children are confident to count and are beginning to recognise numbers that are familiar to them. However, at times, the childminder focuses too much on encouraging children to count and answer questions. When children show a keen interest in making faces with pasta, she does not recognise this. She does not consider what children are interested in or what else it is they may need to learn. This means children lose interest. They are not provided with enough opportunities to freely explore media and materials and develop their own ideas for learning.

- The childminder supports children's personal, physical and emotional well-being well. Older children are beginning to manage their self-care skills, such as going to the toilet and washing their hands. Babies' intimate care needs are well considered. The childminder works with parents to ensure babies are supported to develop good eating habits as they are weaned off milk. Children develop their physical skills as the childminder takes them out daily. She encourages children to take appropriate risks and helps them to gain an understanding of keeping themselves safe. The childminder encourages children to respect and value others. She supports them to learn about other cultures, traditions and celebrations.
- The childminder works closely with parents to help children to settle and to feel secure in her home. She gains lots of information to help her gain a good overview of children's starting points. The childminder shares information with parents to support learning at home. Parents' feedback is very positive and they are extremely happy with the care and learning their children receive.
- The childminder supports children's good behaviour. She encourages them to be polite and use their manners, and children respond positively to her. However, the childminder does not have high enough expectations for children's learning, and weaknesses in her teaching mean children are left to play with toys that are not stimulating enough. This results in a lack of engagement from them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding and first-aid training. She implements policies and procedures and completes daily risk assessments to check on all aspects of her provision. This helps her to ensure that her home and resources are safe and suitable. The childminder has a suitable understanding of her responsibilities to protect children from harm. She is alert to the different types of abuse and knows the procedures to follow should she have a concern about a child.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
use observations and assessments to plan a varied and challenging curriculum that is precisely matched to each child's age and stage of development, to help them become more engaged and make better progress in their learning	10/01/2020
focus professional development on improving teaching practice and develop a stronger understanding of the characteristics of effective learning to provide experiences that build on children's ideas for learning, enabling them to explore, investigate, find their own ways of doing things and test out their ideas.	10/01/2020

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

- gain a deeper understanding of helping older children to gain the skills needed in preparation for school.

Setting details

Unique reference number	227548
Local authority	Birmingham
Inspection number	10072618
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered in 1996 and lives in Quinton, Birmingham. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector was accompanied by a shadow inspector.
- The inspector completed a tour of the premises and the childminder explained how her provision is organised to support children's care and learning.
- The inspector observed children's play and interactions with the childminder. She observed the quality of teaching and assessed the impact on children's learning.
- The inspector completed a joint observation and asked the childminder to evaluate her practice.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She reviewed a range of documentation, including the suitability checks and training certificates.
- The inspector spoke to parents and reviewed their written feedback and took account of their 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019