

Childminder report

Inspection date: 18 May 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The childminder remained open throughout the COVID-19 (coronavirus) pandemic. Over the past year, she has adapted her practice in line with government guidelines, and to suit the needs of the children attending. She has mainly stayed in her home, only taking the children out for regular exercise. The childminder has identified that providing less trips with the children has helped them to make even more progress with their speaking, listening and understanding skills. This is because she has focused more time on helping children improve their communication.

The childminder identifies what she wants children to learn across all areas of learning and has good expectations for their development. She successfully implements a range of activities, including many sensory experiences. She interacts with children positively and engages them in dialogue to extend their learning.

Children are very happy and settled. They show they feel safe as they engage in activities. Children build firm friendships and show care and concern towards one another. They giggle together and show how much fun they are having. When one child counts another child copies and joins in, and they smile and clap at their achievements. Children focus well during most activities and persevere at tasks. They behave well and understand behaviour expectations relevant to their age.

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

- The childminder has a suitable understanding of all areas of learning. She has gained support from her early years consultant to evaluate and reflect on the quality of her provision. She has continued to complete research to aid her ongoing development. This has helped her to improve her teaching practice.
- The childminder identifies what children already know and can do when they start with her. She completes the progress check for children aged between two and three years to assess the progress they make. The childminder identifies next steps to build on children's prior skills. However, she does not always focus on what she knows about the children when planning and delivering some of the activities, to help all children make the best possible progress.
- The childminder focuses on developing children's physical skills. She introduces instruction games to encourage children to move around in different ways, developing their large movements. She has introduced different sized objects, tweezers, pots and scoops to encourage hand-eye coordination. Children are proud of their achievements as they use the tweezers to take out a coloured bean from a pot and move it into a tray. All children, including the youngest, are beginning to hold pens with increasing control. The childminder wants them to develop their muscle control ready for writing. Children enjoy creating pictures

of their choice as they draw and make marks. Older children confidently give meaning to the marks they make.

- The childminder consistently helps children to be independent. For example, she supports children to learn how to manage their self-care and develop awareness of keeping healthy. This results in children being confident and motivated to do things for themselves. Children independently use the toilet and wash their hands. They access their drinks throughout the day. They put their shoes, coats and hats on with little support. Children play imaginatively and chat to the childminder and their friends as they create potions in the garden. They choose their ingredients and confidently discuss the choice they have made.
- Parents speak positively about the childminder. They are kept well informed about the progress their children make and gain ideas of how they can support their child's learning at home. Parents are asked for their contributions when the childminder shares their child's termly progress summary with them.
- The childminder knows the levels of development children are at with their speaking and adapts her teaching during activities to extend their vocabulary. She has taken action to improve children's language and communication skills where their progress is less than expected. She talks to children, repeats words and instructions and models what to do to reinforce their understanding.
- Children recall prior learning with excitement. They enjoy listening to stories, songs and rhymes. They love to dance with each other and sing along to their favourite songs. However, the childminder does not always fully consider different ways to encourage all children's participation and engagement in story time, to develop their knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of her safeguarding responsibilities. She ensures she keeps children safe when in her home and when taking them on outings. The childminder has policies and procedures in place and demonstrates how she would follow these if she believed a child was at risk from harm. The childminder is alert to the possible signs of abuse and neglect and gives consideration to wider safeguarding issues, such as the 'Prevent' duty guidance. She has attended all relevant training and she continues to gain advice and guidance to keep her knowledge up to date.

What does the setting need to do to improve?

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

- use what is known about children to plan even more precisely for every child to continually build on and extend their learning further
- identify further ways to encourage children's participation and engagement in

reading to maximise their learning.

Setting details

Unique reference number	227548
Local authority	Birmingham
Inspection number	10131718
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	2 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 November 2019

Information about this early years setting

The childminder registered in 1996 and lives in Quinton, Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector discussed with the childminder how her curriculum is implemented and organised. The childminder explained what it is she wants children to learn from her activities.
- The inspector observed the quality of education indoors and outdoors and assessed the impact on children's progress.
- The inspector evaluated an activity with the childminder and discussed the quality of teaching and learning.
- The inspector spoke to the childminder, children and parents at convenient times during the inspection.
- The inspector reviewed a range of documents, including the childminder's certificates, and Disclosure and Barring Service check records.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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