

Childminder report

Inspection date: 5 February 2020

Overall effectiveness	Good
------------------------------	-------------

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 very happy in the childminder's care. They have built settled relationships and show they feel safe as they interact with the childminder and each other. The childminder knows the children well and plans a broad curriculum to help them to build on their skills for future learning. She has high expectations and offers consistent praise and encouragement to help children to develop their self-confidence. Children are learning to manage their own behaviours. The childminder provides many age-appropriate activities to build on their understanding of feelings and the feelings of others. Children show a keen interest in animals and the childminder uses their interests to provide a range of activities to cover many aspects of their learning. For example, they show good problem-solving skills as they match animal cards together. The childminder encourages them to join in with singing 'Old McDonald' and children lead the song using their picture cards. The childminder extends this further by talking to children about what animals eat, and how food comes from animals. Children confidently say that, 'Eggs come from hens and milk comes from cows,' showing their understanding. Children concentrate well during activities. They use trial and error and persevere until they achieve a task. Children use their imagination well during play and show care and concern for others as they use the doctor's sets.

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

- The childminder is very experienced and has completed all of the required training. Since her previous inspection, the childminder has enhanced her methods for gaining information from parents when children first start, and she is encouraging them to become more involved in her self-evaluation. The childminder evaluates her environment and equipment and reviews her activities to see how they can be extended. However, there is scope for her to become more reflective of her own practice in order to identify further ways that she can enhance her teaching skills and the experiences offered to children.
- The childminder observes and assesses children. She identifies what they know and can do, and what they need to learn next to build on their learning. The childminder is focused on helping children to be ready for school. She supports them to develop their physical abilities, to help them gain the skills needed for early writing. The childminder encourages children to develop early mathematical concepts as they count and recognise numbers and quantities. She helps children to become confident and capable learners. She provides adult-directed activities and encourages children to make some choices in their play. Children are gaining the confidence to initiate their own play and to try new things. However, there is scope for the childminder to enhance her curriculum further by providing children with more opportunities to explore, investigate and make their own decisions in their learning.

- Children's language is fostered very well. The childminder talks to children and is responsive to their needs. She asks them questions and gives them time to process and to respond to her. The childminder encourages children to recall past events to embed their learning. She uses stories, songs and rhymes to build on children's emerging language. The childminder introduces musical instruments and children enthusiastically dance and tap their instruments to the beat, while taking part in singing their favourite songs. Children are very chatty, and their language is developing rapidly.
- The childminder places a strong focus on helping children to manage their self-care. She works closely with parents to offer a consistent approach to toilet training. Children are becoming more independent with the use of the potty. They are developing a good understanding of handwashing and develop positive hygiene practices. The childminder ensures that she builds close attachments and supports children's emotional well-being very well. She gains information about children's dietary needs and allergies and provides children with a healthy, balanced diet.
- The childminder encourages children to share and take turns. She is an excellent role model and helps children to be kind and considerate. They are becoming aware of how their actions may make others feel. Children show good manners and say 'please' and 'thank you' to the childminder and each other. The childminder takes the children on a range of trips and visits. She provides them with experiences to help them to develop an awareness of the world around them, and to build on their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has policies and procedures in place to ensure the safe organisation of her provision. She completes regular training to keep up to date with current guidance and legislation. The childminder has a good awareness of the signs and symptoms of abuse and fully understands her responsibilities to protect children from harm. She is fully aware of the need to prevent children from being drawn into wider safeguarding issues, such as extremism and radicalisation. The childminder has clear procedures to follow and knows who to contact should she be concerned that a child is suffering from any type of abuse.

What does the setting need to do to improve?

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

- consider ways to become more reflective and enhance knowledge and skills to improve further the experiences offered to children
- provide children with more opportunities to explore, investigate and make their own decisions in their learning.

Setting details

Unique reference number	227586
Local authority	Birmingham
Inspection number	10072619
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 June 2016

Information about this early years setting

The childminder was registered in 1989. She lives in Quinton, Birmingham, and operates from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector had a tour of the childminder's premises. The childminder discussed how she organises her provision for the benefit of the children attending.
- The inspector observed a range of activities and the quality of the educational programme, and assessed the impact on children's learning.
- The inspector asked the childminder to evaluate one of her activities.
- The inspector viewed documents relating to the suitability of the childminder and household members. The inspector viewed the childminder's certificates.
- The inspector took account of parents' written feedback.

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 2020