

Childminder report

Inspection date: 29 May 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children feel extremely safe and secure in the childminder's warm and welcoming home. The childminder is kind and attentive to the needs of children. Children are encouraged by the childminder to make choices about the toys and equipment that they like to play with. As they play, the childminder interacts with children to support their language and communication skills. For example, she introduces and explains the names of different building features, such as window, roof and walls, as children construct models of houses and hospitals. Children enjoy exploring books and listening to stories. The childminder skilfully reads familiar books with children. She supports them to recall and practise using language that they have previously learned. For example, when she asks children to describe the octopus in a story, children use the word 'tentacles' to describe its legs.

Children develop important physical skills as they enjoy playing in the childminder's garden. They laugh and giggle as they meander their way around the patio in cars and on bikes. The childminder is a very good role model, and she has high expectations for children's behaviour. She consistently praises children for good behaviour and politeness. They smile with pride as the childminder rewards them with stars, and they excitedly add these to their sticker chart. As a result, children are extremely well behaved and polite. They share, take turns and show care and kindness towards each other as they play.

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

- The childminder has a good knowledge and understanding of early childhood development. She monitors and assesses children's ongoing development, including the progress check at age two years. However, she does not share a short written summary of this with parents.
- The childminder knows the children and their interests very well. She is passionate about the well-being of the children in her care. She plans a curriculum that is child led and reflects children's personal needs and interests. The childminder's curriculum has a clear focus on children's personal and social development and their communication and language skills.
- To help her identify starting points for children's learning, the childminder gathers important information from parents about what children already know and can do. She uses ongoing observations and her knowledge of child development to identify their next steps in learning. She plans opportunities and activities that support these areas of children's development. The childminder demonstrates an understanding of how to support the learning of all children, including those with special educational needs and/or disabilities.
- Children develop good levels of independence. For example, they help to tidy away resources and take care of their own personal needs, such as washing

their hands and cutting up their banana at snack times. Children are encouraged by the childminder to put on their own wet suits and wellington boots when preparing to play outside. Children enjoy playing and being active in the childminder's garden. However, she does not consistently plan activities and learning opportunities for children when playing outside to further enhance their learning and development.

- The childminder promotes children's health and well-being effectively. Children regularly enjoy fresh air and exercise when they visit the local park. They learn about the local environment and how to keep themselves safe when out and about. Children learn how sun cream will protect them from the sun in hot weather. The childminder supports children to develop an understanding about the foods that are good for them to eat.
- Children learn about the world around them as the childminder responds to their questions and curiosity, such as when children are inquisitive about the sounds they hear through an open window. Children move to the window, and the childminder talks to them about how the refuse truck they see is collecting rubbish from the bins outside each house. She explains to them how some things will be recycled and used again. Children listen attentively to the childminder, showing interest in her explanations.
- The childminder maintains her professional development well and keeps up to date with current practice. She facilitates online training to develop her practice and enhance her provision. The childminder also shares ideas and good practice with other childminders when they meet at local playgroups.
- Parents speak very favourably of the childminder. They liken her to a member of their family and say they feel 'very lucky' to have her as their childminder. Parents say that the childminder regularly tells them about the progress their children are making. They report that their children feel safe, secure and happy in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
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provide parents and/or carers with a short written summary of their child's development following the progress check at age two years.	30/06/2024
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To further improve the quality of the early years provision, the provider should:

- enhance learning opportunities for children in the outdoor environment that will support them to make the best possible progress in their learning and development.

Setting details

Unique reference number	227636
Local authority	Birmingham
Inspection number	10345041
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 August 2018

Information about this early years setting

The childminder registered in 1988 and lives in Birmingham. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Sue Bradford

Inspection activities

- This was the first routine inspection the childminder received since 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 childminder.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The childminder showed the inspector the resources and all areas accessed by children within her home and garden.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Parents shared their views of the nursery with the inspector through written testimonials.

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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