

# Childminder report

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Inspection date: 13 February 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children build close relationships with the childminder. They show through their behaviour that they feel safe in her care. Children confidently share their ideas and experiences. They recall activities they have enjoyed during their morning at nursery. While the childminder talks to staff at the other setting children attend, information sharing is not fully established to help give children the best possible support, providing consistency between the childminder and the nursery. The childminder listens intently to what children have to say. She asks questions to help them to build on what they already know. Children access resources freely. This enables them to follow their interests and ideas. They enjoy telling the childminder what they are going to play with. Children use their imagination well. They delight in pretending to take photographs of the childminder and show her the different ways to operate technology, for example when using old mobile phones during role play. Children carefully stack beakers on top of each other in the correct order of size. They recognise and name the different colours of the beakers. Children's confidence is nurtured well. The childminder recognises the time and effort children put into their creative play and the pride they have in their work. She gives lots of support and praise, which supports their confidence and self-esteem. Children develop the key skills that they need in readiness for the move to school. They develop independence in everyday tasks, such as using the bathroom and dressing themselves. Children recognise their names and register their attendance at the childminder's home.

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

- The childminder creates a calm, relaxed environment for children. She knows children well and provides a good range of activities that take into account their interests while helping them to make progress. Resources are well maintained and easily accessible. This enables children to make informed choices about their play.
- The childminder works closely with parents from the start. She gathers key information about each child and uses this to plan effectively for their needs. Parents share very positive comments about the childminder. They particularly like her ability to carry out her role effectively and her dedication to providing excellent care and learning for their children. The childminder seeks the views of parents and uses these to evaluate and enhance her provision. She identifies further training opportunities to continually build her knowledge and skills.
- The childminder regularly observes and assesses children's abilities through play and uses the information to identify their future learning needs. She plans activities taking these into account. However, she has not yet been successful in building close partnership working with other settings children attend, to ensure a consistent approach to learning.

- The childminder continually supports children's language and communication skills. She asks children questions to encourage their thought processes and problem-solving skills, and to encourage their use of language. She asks questions such as 'what are you going to do?' and 'how will you do that?', and gives children time to think about what has been asked, formulate their response and reply.
- Children benefit from spending time outdoors being active. They explore their understanding of the different types of weather and create their own weather pictures and equipment. For example, they make weather dials to enable them to identify the weather each day and rain catchers to help them measure rainfall. Children race to see how much water has collected, supporting their recognition of numbers recorded on the side of the bottle.
- Children show high levels of concentration during activities. For example, they take great care as they choose different small squares of coloured paper to decorate their individual elephant pictures. Children carefully place them on their picture, pointing out the different colours they have used. They add glue and glitter to add a new dimension to their artwork.
- Children's dietary needs are known and met. The childminder works closely with parents to ensure that children have healthy packed lunches. Children learn that healthy foods are good for their bodies. Laminated sheets that show nutritious foods support children's awareness even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes effective steps to ensure that children remain safe in her care. She assesses all areas within her home and garden to ensure they are safe. Children are unable to leave her home unsupervised. There are clear procedures in place to ensure that all members of the household are suitable. The childminder's knowledge of child protection issues is secure. She understands the process for making a referral if she is concerned about a child in her care. The childminder shares her safeguarding policy with parents and ensures that no-one uses their mobile phones in the presence of children.

## What does the setting need to do to improve?

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

- enhance systems for engaging with other early years settings children attend to further support children to make the best progress.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 228139                                                                            |
| <b>Local authority</b>             | Birmingham                                                                        |
| <b>Inspection number</b>           | 10069972                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 3 to 11                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 15                                                                                |
| <b>Date of previous inspection</b> | 5 February 2015                                                                   |

## Information about this early years setting

The childminder registered in 1993 and lives in the Perry Barr area of Birmingham. She operates all year round, from 6.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Tracey Boland

### Inspection activities

- The inspector completed a learning walk with the childminder. She observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at documentation required for the efficient running of the childminder's provision.
- The inspector took account of the written views of parents.

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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