

Childminder report

Inspection date: 12 May 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive in the care of this exceptional childminder. They thoroughly enjoy their time accessing the vast array of activities designed to ignite their curiosity and thirst for learning. Children giggle in delight as they practise their physical skills. Indoors, children sit and jump on a 'squishy caterpillar', which can be transformed into a push-along toy with wheels, if they wish. Outdoors, children have access to a large secure garden, well equipped with plenty of resources. They practise their balancing skills as they walk along balance beams. The childminder skilfully encourages children to try different ways and to persevere if they come off. She gives them lots of praise and claps her hands in delight when they succeed.

Children gain a strong sense of pride and achievement as they demonstrate their resilience to any problems they encounter. When using the pedal racer, children work out why it will not move and manoeuvre into a better position. They then figure out how to get it moving, how to stop and then how to pedal the racer to move backwards. Children make excellent progress in their learning. They are confident and approach the inspector to invite her into their world of dinosaurs. Children explain that 'tri' means three and, therefore, a dinosaur with the name 'triceratops' is called this because it has 'three horns'. Early mathematical skills are being developed. Children learn to recognise numbers using silicone number moulds, and colours using interlocking bricks.

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

- The childminder knows the children extremely well. She gathers meticulous information from parents about their children's development and completes her own observations. This detailed information is then used to plan an ambitious curriculum which fulfils every child's individual needs. Children immerse themselves in activities designed to enhance their learning and give them the knowledge they need to succeed and become confident learners. They sustain high levels of concentration and engagement in the activities. Consequently, children's behaviour is exemplary.
- Partnerships with parents are amazing. They eagerly express how much the childminder means to them. Parents describe the support they receive from the childminder as second to none. They say they hugely value how she goes 'above and beyond' in her duties as a childminder. Children themselves express how much love and admiration they have for the childminder. Some have written their own letters to show their feelings. Children feel exceptionally safe and secure with the childminder, who is extremely attentive, caring and nurturing.
- Children are encouraged to explore and test out their own ideas. They complete activities to help strengthen their small-muscle skills ready for later learning. For

example, children learn how to grip and control a pencil. They have fun with paint and pipettes. Children squeeze the pipettes to suck up the paint and then squirt this out. They talk about the colours and what happens if you mix paint together.

- The childminder ensures the quality of her teaching is of a consistently high standard. She has a strong commitment to continually strive for the very best in her professional development. The childminder recognises the impact the COVID-19 pandemic has had on children's emotional development, as well as their communication and language skills. She completes online courses to benefit the children to support them even further in their development.
- Children with special educational needs and/or disabilities and children who speak English as an additional language are extremely well supported. The childminder has recently started professional development training for speech and language, to help children who may need additional support. Children receive weekly Spanish and/or French lessons. This helps children who speak this as a home language feel really valued and included. In addition, this helps other children learn new words to communicate with their friends.
- The childminder teaches children about the awe and wonder in the natural world around us. Children have started to work towards their green 'Blue Peter Badge' award. They regularly request to and undertake litter picks so they can help their environment and keep it clean for them and wildlife.
- Children develop a keen interest and love of books. They snuggle up on the childminder's knee for a story and also use wooden interactive puppets to retell familiar stories. The childminder uses literacy to ensure equality and diversity are well promoted throughout her setting. She ensures that all children feel equal while in her care.
- Children love practising new skills they have acquired. They show the inspector how well they can use a serrated knife to carefully cut up their own strawberries for lunch. Children are encouraged to be independent and access their own drinks and ask for a snack, such as a banana, when they are feeling hungry. They tidy away their own plates and cups after lunch. Good hygiene routines are followed and children can independently go to the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent robust understanding of safeguarding. She is aware of the signs and symptoms which may indicate a child is suffering from harm or abuse and is confident of the procedures she would follow to report concerns. The childminder ensures her knowledge is kept up to date and regularly enhances her own learning by attending training. This ensures the upmost diligence when looking after children. The childminder belongs to forums where she shares best practice with other childcare professionals. The home and garden is kept risk free so children can explore and play in absolute safety.

Setting details

Unique reference number	228292
Local authority	Birmingham
Inspection number	10115956
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	0 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 February 2015

Information about this early years setting

The childminder registered in 1999 and lives in the Sutton Coldfield area of Birmingham. She holds a childcare qualification at level 3. The childminder operates all year round, from 7am to 7pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Johanna Holt

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the setting and discussed how she ensures it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder. The inspector also read letters addressed to her from the children and took account of their views.
- The inspector received several written requests of feedback from parents. She took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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