

Childminder report

Inspection date: 5 January 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children arrive extremely happy and settle calmly in this highly nurturing environment. They are greeted with an enthusiastic welcome from the childminder and her assistant. Children show that they feel extremely safe and secure. They receive an abundance of cuddles and reassurance from the childminder and her assistant throughout the day. The childminder understands the children's needs exceptionally well and knows when to give children comfort and when to allow them to explore freely. Children's behaviour is exemplary, and they are extremely kind to each other. They play exceptionally well together, calling each other affectionately by their names and offering smiles.

Children are highly motivated and engaged in their love for learning. For example, children cheer excitedly in anticipation of making bird feeders. The assistant uses her extensive skills and knowledge to expertly build on their interest in birds to fully challenge older and younger children. For example, younger children use their senses to investigate the cereals, and older children develop excellent fine motor skills to thread. Children are enthused and help the childminder to place their bird feeders on low branches and trees outdoors. They use their keen observation skills as they look through binoculars to observe and identify birds.

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

- The childminder and her assistant use their wealth of knowledge and experience to understand the unique ways that each child learns. They use their expertise to create an ambitious and stimulating curriculum for all children. They spend dedicated time planning, observing and assessing children to support and extend the next steps in their learning. The childminder provides children with innovative resources and a wonderful outdoor space to explore and support their learning across all areas. Children succeed and make rapid progress.
- The childminder has considered the impact that the COVID-19 pandemic has had on children. She has identified some areas of children's development that need additional support. For example, the childminder places a high priority on supporting children's language skills. She makes excellent use of every opportunity to encourage children to use their language skills and communicate their ideas. For example, children discuss the colour and shapes of fruit and vegetables at mealtimes. The high-quality discussions enhance children's communication skills as they respond in conversation.
- The childminder makes excellent use of the outdoor environment to extend children's learning and fully support their health and well-being. Children thoroughly enjoy their time outdoors. The opportunities provided allow them to carefully and safely negotiate their way underneath trees and bushes to crawl inside a playhouse. Furthermore, the childminder has successfully improved the

outdoor learning area with abundant resources that extend children's learning. Children develop excellent risk-taking skills to climb large slides with confidence and safely rotate the swing for their peers.

- Partnerships with parents are exceptional. Parents enthuse about the homely environment. They describe the childminder's service as unique and truly inspirational. They know their children are happy and can see this through the happiness their children radiate on collection. The childminder obtains key information from parents to support children's starting points, and she keeps them fully updated about progress.
- Children are highly independent. From the outset, the childminder encourages them to find their own belongings during personal care routines. They meticulously follow the clear instructions given and show that they understand when the routine of the day changes.
- Children have a positive attitude to healthy eating, and parents provide their own meals. This complements the childminder's healthy eating policy. The childminder and her assistant are excellent role models to the children. They make full use of daily routines to maximise opportunities for children's learning. They make mealtimes a delightful social occasion.
- The childminder is highly reflective about her practice and constantly identifies ways to improve and further support the needs of the children. She has a very clear vision, and she is highly committed to enhancing her continued professional development. The childminder works extremely well with her assistant. She provides her assistant with highly focused training and development to enhance her knowledge and skills.
- The childminder has consistently strong links with the local school, childminders and other agencies. She shares children's development with relevant professionals and maintains strong links to provide continuity in children's learning and enhance their understanding to an even greater level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong knowledge of safeguarding. They know what to do if they have a concern about a child's welfare. They understand the signs and symptoms of abuse, including female genital mutilation and child sexual exploitation. The childminder undertakes regular training to ensure that she keeps her safeguarding knowledge current and provides extensive training to her assistant. The childminder implements robust policies to ensure that the environment is safe and secure for the children. This includes the process regarding her own suitability and conduct. She ensures that equipment is well maintained and regularly risk assesses play spaces to minimise any hazards. The childminder and her assistant are vigilant about children's safety, and they supervise children extremely well.

Setting details

Unique reference number	228304
Local authority	Birmingham
Inspection number	10263263
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	1 to 2
Total number of places	6
Number of children on roll	13
Date of previous inspection	26 April 2017

Information about this early years setting

The childminder registered in 1992 and lives in the Great Barr area of Birmingham. The childminder works with an assistant at all times. She operates from 7.30am to 5.45pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate level 3 childcare qualification, and her assistant holds an appropriate childcare qualification at level 6.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

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 provider.
- The childminder showed the inspector the premises and discussed the safety and suitability of her home.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of parents' written views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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