

Childminder report

Inspection date: 3 May 2023

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate they feel safe in the childminder's home. They develop strong bonds with the childminder and her assistant. Children are eager to engage in conversation and talk about their interests, ideas and views. Children learn to do things for themselves and are not deterred by challenging tasks. For example, they engage for long periods as they use knives and peelers with care to prepare different fruits to eat. Children learn to be independent. They learn good hygiene practices, such as washing their hands before handling food. Children explore the environment and initiate their own play.

The childminder provides children with clear boundaries and guidance to support positive behaviour. Consequently, children behave well. They are extremely kind to each other. For example, a child tells another, 'I have moved your picture so it doesn't get spoiled'. Older children consistently encourage younger ones into their play. Children are enthusiastic as they engage for sustained periods of time in a wide variety of stimulating, challenging activities that link to their interests and learning needs. Children make good progress from their starting points and they are well-prepared for their next stage of learning, including their eventual move on to school.

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

- The childminder has made significant improvement since the last inspection. She now has systems in place to accurately record children's attendance. She provides children with a language-rich environment and ensures activities and experiences are ambitious and engaging for all ages.
- The childminder has devised and implemented a curriculum that builds on children's current knowledge and skills. She monitors children's progress closely to ensure that she promptly identifies any gaps in their learning. The childminder uses her observations and assessments effectively to plan age-appropriate activities and experiences linked to children's individual next steps in learning.
- The childminder and her assistant support children's communication and language development well. They sing songs, encourage children to interact at story time and engage in lots of conversations with children.
- Children take part in a range of activities to support their small-muscle development. For example, they push, roll and squeeze dough as they make insects, linked to the story of the week. However, there are times during whole-group activities, when younger and less confident children do not always fully benefit from the adult's interactions as they are sometimes overshadowed by their more self-assured peers.
- The childminder and her assistant support children's mathematical development well. As children play, they help children learn to count, recognise numbers and

match number to quantity.

- The childminder and her assistant have high expectations for children's behaviour. They are good role models who treat children in a respectful manner. Consequently, children behave very well and have a positive approach to what the childminder and her assistant ask of them. For example, when the childminder asks children to help to tidy away the toys, children eagerly respond to the task.
- Children enjoy the praise and encouragement they receive from the childminder and her assistant. They demonstrate high levels of confidence and self-esteem. As they use large chalks outside, younger children point to the marks they make and their older peers proudly show how they have written their own names.
- The childminder has a commitment to continuously improving the quality of her provision. She accesses regular training to help improve her skills. For example, she undertakes face-to-face and online training. The childminder and her assistant carry out observations of each other's practice. They use these times to identify future training opportunities to further enhance the quality of their teaching.
- The childminder evaluates her provision regularly. She has identified that some children prefer to learn outdoors and so provides an array of exciting activities and experiences in the garden that cover all areas of learning.
- Parents are very complimentary about the childminder. They say their children enjoy their time with the childminder and her assistant and make good progress. However, the childminder does not always fully support parents to help accelerate children's acquisition of toileting skills, to further support children's independence and readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of how to keep children safe. They know the possible signs and symptoms of abuse and neglect. They know the agencies to contact in the event of a concern about a child's welfare or an allegation being made against the childminder, her assistant or a member of her household. The childminder carries out daily checks of her premises to identify and remove hazards to ensure that the environment is safe for children to play in. Children learn to keep themselves safe. They know not to walk around when eating and learn to use tools safely.

What does the setting need to do to improve?

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

- be aware of younger children and those who are less confident during group activities and discussions, and consistently support them to fully participate and

further enhance their learning experiences and confidence

- work more closely with parents to share strategies to help accelerate children's acquisition of toileting skills.

Setting details

Unique reference number	228327
Local authority	Birmingham
Inspection number	10243781
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 11
Total number of places	12
Number of children on roll	13
Date of previous inspection	5 May 2022

Information about this early years setting

The childminder registered in 1999 and lives in the Sutton Coldfield area of Birmingham. She operates from 7am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector as part of the learning walk. She shared with the inspector what she wants children to learn and how she designs, implements and measures the impact of her curriculum.
- The inspector spoke to the childminder, her assistant and children at appropriate times throughout the inspection. She took account of parent's written views, provided by the childminder.
- The inspector observed the quality of the childminder's teaching and assessed the impact on children's learning.
- 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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