

Childminder report

Inspection date:

26 September 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

Caring relationships are evident. For example, older children acknowledge their younger peers when they show an interest in their play. They share their resources without hesitation and play happily alongside each other. Children develop their confidence in social situations. For instance, they sing aloud their own version of a familiar nursery rhyme and learn simple subtraction as they join in with number songs using five little rubber ducks.

Children are beginning to develop their independence. For instance, they wash and dry their own hands before placing their used flannel into the laundry container to be washed. When children find it hard to operate the water dispenser and hold the cup at the same time, the childminder offers to help them by holding the cup. This makes learning more manageable, as children can focus on one skill at a time.

The childminder engages in children's play at their level. For instance, she models how to use the new water wheel, giving them the time to have a go themselves. This helps to further children's development. Children feel safe and secure to extend their own play and explore their new surroundings. For instance, the childminder supports them to feel the mud and haul the grass, adding the natural materials to their water play. This promotes their good behaviour.

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

- The childminder refers to non-statutory guidance, communication tools and her knowledge of what schools expect when planning the curriculum. This means that she focuses on the skills that children need to succeed in their future. For instance, younger children have opportunities to practise and develop their fine motor skills so that they can successfully make their own lunch at a later stage.
- The childminder has recently conducted some research to help her to meet the developmental needs of younger children. However, she does not fully identify how to support older children's learning alongside meeting the needs of younger children. Furthermore, some of the resources that older children explore are deemed unsuitable for younger children; therefore the childminder removes them. This instantly stops older children's play, and they miss out on further learning.
- Children enjoy being outdoors, where they freely engage in open-ended play. The childminder identifies this and ensures that they go out each day. There are plans in place to further build on children's interests by attending forest school sessions in the wider community. Parents and carers positively discuss the opportunities that their children receive to strengthen their development, 'even on the walk to school'.
- New parents are thankful for the daily updates that they receive from the

childminder. They can see that their 'children have warmed to the childminder quickly'. The childminder shares a wealth of information with parents, such as menus, the activities on offer, what to expect from their child's development and any training that she attends. This demonstrates good partnerships with parents.

- Partnerships with other professionals are well established. For example, the childminder contacts the schools that early years children attend to support their learning goals at the setting. She gathers information from other childminders' settings that children have previously attended to influence their starting points. She also shares 'transition documents' with schoolteachers when the time comes for children to move on. This promotes continuity in children's learning.
- The childminder encourages older children to contribute to conversations. For instance, when talking about hibernation, children demonstrate their understanding by hiding the toy hedgehog underneath the leaves, conkers and pine cones that they had previously collected on an autumn walk. For those children whose speech is not yet clear, the childminder sensitively listens to them, repeats what they have said and narrates their play. This reinforces their language development.
- The childminder has secure knowledge of how to support children with special educational needs and/or disabilities. She plans to attend further training to strengthen the screening tools that are already in place to further identify those children who are at risk of falling behind in their communication and language development.
- The childminder demonstrates a good understanding of how to keep children safe. However, she does not always explain to children why boundaries and rules are in place to help them to further understand how to keep themselves safe. For example, she tells children not to swing on the chair and to walk behind her on the stairs, but she does not explain the possible consequences.

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

- reflect on the experiences that children receive to ensure that older children's learning needs are continuously being met alongside the needs of younger children
- provide children with clear explanations to improve their understanding of why boundaries are in place to further keep themselves safe.

Setting details

Unique reference number	228356
Local authority	Birmingham
Inspection number	10359789
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 December 2018

Information about this early years setting

The childminder registered in 1995 and lives in Birmingham. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She is eligible for funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and children during the inspection and took account of their views.

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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