

Childminder report

Inspection date: 24 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy and enjoy their time in the childminder's care. They are emotionally secure because the childminder has built good relationships with children and their families. Children enjoy the freedom to move around the ground floor. They are stimulated by the very good range of toys and resources and the inviting play areas indoors and outdoors. The childminder takes children out regularly to groups. This helps them develop their social skills as they interact with children of a similar age. Children show good levels of curiosity and make choices about their play. They develop mathematical and literacy skills appropriate to their stage of development. Every opportunity is used to learn about numbers, counting and shape names. Children's early reading and writing skills are well developed. They respond with excitement to stories and are keen to make up their own. Children develop a love of stories and enthusiastically make marks to represent writing. They write the letters in their names and are able to recognise their names and those of other children. Children are well behaved and show positive attitudes. They show kindness towards each other as they share and take turns during play. Children are motivated as they learn essential skills in preparation for school or nursery. They develop their independence as they manage their own self-care and hygiene needs.

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

- The experienced childminder has a good understanding of how young children learn and develop. She interacts very effectively with children as they play and teaches them to become confident communicators. She gets to know children well and plans activities to build on their interests and skills successfully.
- Children learn through a well-thought-out curriculum which has been organised to follow children's individual interests across the seven areas of learning. The childminder carefully considers what children like to do and are interested in, and what they need to learn when planning activities.
- The childminder believes strongly in children learning through play. She is passionate about the part she plays in children's lives and their early years experience. She offers them good opportunities and experiences, especially when she takes them out and about in the community.
- Children love to use their imagination as they role play being doctors and nurses. They bandage dolls, stick plasters on their heads and pretend they are operating on them. Children relate these experiences to their own as they talk about going to the doctors and having injections.
- The childminder interacts positively with children and gets right down to their level and joins in with their play. Children respond well to her as they sit together playing with bricks or reading stories.
- The childminder promotes children's self-confidence, self-awareness and

understanding of how to be a successful learner. She helps them to learn about the needs of others, similarities and differences in society and how they can manage their own feelings and behaviour. Children have opportunities to join in with celebrating festivals such as Diwali, Chinese New Year and Halloween as they learn about the wider world.

- Parents are kept well informed about their children's well-being each day and the activities they have enjoyed and engaged in. They speak highly of the childminder and how well she supports children. Parents say they trust the childminder implicitly and without her the child would be lost, and that she plays a special part in their lives. However, the childminder does not gather sufficient information about what the children are able to do before they start, so that she can use this to plan more effectively for children's starting points.
- The childminder reflects on her setting and has made changes to the environment to enable children to have better access to resources. She regularly meets with other childminders and together they share ideas for activities and review changes in early years. However, the childminder does not yet focus sharply enough on her professional development to raise the quality of her provision to the next level.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and protection are given the utmost importance. The childminder has an expert understanding of her role in safeguarding children. She fully understands the procedures to follow in the event of a concern about a child's welfare and the signs that could raise a concern. The childminder attends child protection training and is aware of the correct procedure to follow should there be an allegation made against her. The childminder completes effective risk assessments and demonstrates a good focus on helping to keep children safe. She teaches the children to keep themselves safe, for example by helping to tidy away resources so that they do not trip over them.

What does the setting need to do to improve?

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

- find out as much as possible from parents about what children already know and can do when they first start attending
- extend the focus on professional development to raise the quality of the provision to the highest level.

Setting details

Unique reference number	228450
Local authority	Birmingham
Inspection number	10061569
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 13
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 July 2015

Information about this early years setting

The childminder registered in 1990 and lives in the Yardley area of Birmingham. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- The inspector undertook a learning walk of the premises, and observed children engaging in a variety of learning experiences.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector viewed evidence of the suitability of all adults living on the premises.
- The inspector looked at a sample of policies, training records and children's assessment records, and discussed the childminder's self-evaluation.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents recorded in letters sent to the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019