

Childminder report

Inspection date: 23 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the childminder, who is warm and attentive towards them. This helps them to feel safe in her care. Children independently access a varied range of toys and resources that are set out for them and select other resources of interest from the nearby shelving. Children enjoy looking at zoo animals and are keen to tell the childminder the names of the animals that they know.

Children have fun as they explore the role-play area. They take out various pots, boxes and play foods to investigate. They confidently go to the childminder for help with how to open items, such as an empty face-cream pot. They watch closely as the childminder clearly explains that they need to turn the lid to open it. Children experiment with sounds and smile as they hear how their voices sound when they speak into the pot.

Children generally behave well. They listen well to guidance from the childminder and follow simple instructions. Children happily play alone or include the childminder in their games. They make engine sounds when they look at different cars that they roll along the floor. Children make progress in their development from their starting points. They gain the skills and understanding they need in preparation for their next stages in learning and the eventual move on to school or nursery.

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

- The childminder has a clear intent for what she wants each child to achieve while attending. She gathers information from parents when children first start about what they know and can do. The childminder makes good use of this information, together with what children are interested in, to arrange the play environment. This helps to stimulate children's curiosity and engage them in purposeful play experiences.
- The childminder makes plans for what she wants each child to learn next. She includes opportunities for children to practise their skills and develop their understanding while she plays with them. For example, she uses spoons and pots in a tray with dried cereals to encourage children to begin to use one-handed tools.
- The childminder promotes communication and language well. This includes for children who require some additional support and children who speak English as an additional language. The childminder uses opportunities to repeat what children say, using clear speech. She joins in with number songs, ensuring that children take the lead and sing the repeated rhymes that they know. The childminder uses clear narration during play, including new words for children to

use and understand.

- Children have opportunities to develop their physical skills in a range of ways. They practise their climbing and balancing skills, using the slide and climbing frame in the garden. The childminder takes children out on local walks and to use a range of other equipment in different parks.
- Children have fun when they play with water. They copy the childminder's actions when she demonstrates how to fill pots with water and pour the water out. Children smile and laugh when they tip the water out, which spills onto their clothes.
- Children learn about nature and how plants grow in the childminder's garden. They investigate different flowers and herbs that have grown. Children grow their own sunflowers to take home. The childminder regularly takes children on trips to local forest spaces. This helps children to develop an understanding of the natural world around them.
- The childminder takes children to a range of different groups to support their developing confidence and social skills. Children experience play in different settings among larger groups of children.
- The childminder reflects on her practice and attends training to keep some of her knowledge and skills up to date. The childminder uses positive behaviour strategies, which help children to be kind and take turns with others. However, there is scope to gain further training and professional development opportunities to increase her knowledge and understanding of the impact that changes in children's lives can have on the ways in which they behave.
- The childminder has positive relationships with parents. She speaks with them daily at collection times about the activities children have enjoyed. However, she does not yet use opportunities to share information about children's learning progress over time, so that parents are better informed about what their children have achieved and what they are ready to learn next.
- Parents speak highly of the childminder. They say they are happy with the daily information they gain about their children's care and learning. They comment on how happy their children are attending and that they know how well their children are cared for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a robust understanding of her responsibilities to protect children from harm. She knows signs and symptoms that may indicate that a child is at risk of abuse. She understands the procedures she must follow where concerns arise about a child's welfare. The childminder understands the procedures to report an allegation of abuse against an adult who works with children. The childminder makes routine checks in her environment to ensure it is safe for children to attend. She maintains the required training and documentation effectively, which contributes to keeping children safe.

What does the setting need to do to improve?

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

- build on the relationships with parents to share information about children's learning progress over time, so that parents are better informed about what their children have achieved and what they need to learn next
- extend the professional development and training opportunities to increase knowledge and understanding of different behaviours in children, particularly at times where there are changes in their lives.

Setting details

Unique reference number	2498230
Local authority	Birmingham
Inspection number	10207698
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates her service from Monday to Friday, 7am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector
Suzanne Taylor

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 childminder and has taken this into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk discussion together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of the childminder and her qualifications.

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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