

Childminder report

Inspection date: 15 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 very happy and settled in the homely environment provided by the caring childminder. They are eager to independently select the resources and choose the direction of their play. For example, children decide to have a picnic. The childminder introduces mathematical language as she encourages children to count the plates and cut pretend fruit in half. Children are well behaved and learn how to share resources as they play alongside the childminder. The childminder is highly responsive and listens to children sharing ideas in their play.

Children develop a love of reading. They sit beside the childminder and have fun as they listen to stories about animals. The childminder uses children's interests exceptionally well, threading through different areas of learning as she reads with children. For example, they count the animals in the book and think about the noise a tiger makes. The childminder praises children when they use words such as 'fierce' to describe tigers. The childminder skilfully answers children's questions. Children talk about the difference between a horse and a camel and know that camels have humps. Furthermore, the childminder helps children learn the concept of new words. For example, she explains to children what maracas are when they show interest in an illustration of them in a book.

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

- The childminder has devised a curriculum for children in her care. She identifies children's interests and uses this extremely well to consolidate children's prior learning. This supports children's long-term memory and prepares them for school life. However, the childminder does not always provide opportunities to extend children's learning even further to accelerate the progress they make.
- The childminder develops children's communication and language skills, including for those children who speak an additional language. She uses dual language books and learns key words in the child's home language, which helps them with their understanding of routines.
- Children are independent learners. They show great perseverance and behave extremely well when challenges occur. For example, when children struggle to pull the cellotape out of the dispenser, they wait and watch as the childminder demonstrates how to do this. This helps children develop positive attitudes to learning and prepares them well for the next stage in learning.
- The childminder reinforces children's mathematical skills in her teaching. She quickly identifies when errors occur in children's counting and helps children to think about what numbers come before or after each other. Furthermore, she helps children to understand number by asking them to build towers to a given number. This helps children to secure their skills in mathematics.
- Children are very proactive at leading their own play. They make use of the

environment on offer to them, both indoors and outdoors, to develop their imagination further. The childminder plays alongside children, interacting in play. For example, children run into the garden to collect grass and stones to pretend to care for dinosaurs. The childminder models and introduces new words during their play, such as 'forage'. Children talk about stones being meat for the carnivores and grass for the herbivores. This helps children to understand the world around them.

- Children are taught to be independent in managing their health and hygiene. The childminder builds on children's learning and reminds them of how they have been taught to wash their hands, so they can remember to do this on their own. This prepares children very well in their health and self-care needs.
- The childminder has formed positive relationships with parents. For example, she works with parents to build children's confidence and physical skills. The childminder promotes children's oral health by reminding parents about joining the dentist and visiting regularly. However, partnership working with parents is not yet highly effective in sharing even more ideas to support children's learning at home.
- The childminder reflects on her professional development and carries out training to improve her knowledge and skills. For instance, she has enrolled herself on a course to identify children's current levels in their speech, language and communication needs. The childminder evaluates her provision to ensure children are well supported in their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

There is a clear safeguarding policy and procedure in place to help keep children safe at all times. The childminder liaises with the local authority to make sure that her safeguarding practices are kept up to date. The childminder can demonstrate her understanding of administering medications and recording accidents. She understands how to refer any concerns she may have about children to the relevant agencies. The childminder knows who to report concerns to should an allegation be made against her. The childminder can demonstrate all records are kept up to date effectively, including her vetting checks and paediatric first-aid certificate.

What does the setting need to do to improve?

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

- extend children's learning to make even more progress
- provide parents with even more ideas to support learning at home.

Setting details

Unique reference number	2499334
Local authority	Birmingham
Inspection number	10191665
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	0 to 11
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in the Hall Green area of Birmingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Dal Malhi

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 that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's 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 childminder and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector held a meeting with the childminder and reviewed relevant documentation.

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 2022