

Childminder report

Inspection date: 21 March 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 extremely confident and happy in this nurturing and safe environment. They show high levels of independence as they help to tidy up and wipe the table in preparation for meals. Children work together to collect the cups and plates and put their dishes away once they have finished. They are kind and caring to each other and easily share and take turns. The daily routine and everyday tasks are used very well to help children practise their self-care skills and increase their knowledge. For example, children are given the time they need to take off their own clothes during nappy changes. They receive the attention they need to learn how to wipe their noses correctly. During handwashing, children talk about the germs going down the plughole and delight in singing the handwashing song on each occasion.

Children benefit from activities that are sequenced to help build on what they know and are learning. For example, children show sustained levels of interest and recite familiar phrases from storybooks. They enjoy using new words and discuss what is happening and why. The childminder further extends children's learning by helping them make 'gingerbread men' out of play dough. Children enjoy rolling and cutting the dough and making different shapes for the buttons and eyes. They are encouraged to make links to the story and are deeply engaged. Children behave well.

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

- The childminder is very knowledgeable about how children learn. She takes full advantage of any training opportunities and guidance to constantly update and develop her skills and knowledge. The childminder places a clear focus on observing and tracking children's development so she can extend their learning to help them make good progress. She uses accurate assessments of children's progress extremely well to identify and close any gaps in children's learning.
- The childminder provides a rich educational programme, which she carefully implements by offering exciting play experiences matched to the needs of children. She skilfully uses the changing seasons, books, songs and popular topics to motivate children to learn.
- The childminder places a high priority on promoting children's communication and language skills during her interactions. For example, she introduces a wide range of vocabulary and gives full and detailed explanations to help children understand. She also skilfully uses the advice from other professionals working with children to provide targeted interventions to support their speech and language development.
- The childminder provides opportunities for children to count objects, recognise numbers and consider measurement. Children begin to use mathematical

language for size and weight as they play. However, children do not always show a keen interest in these activities. This is because the childminder does not always incorporate these mathematical concepts through the activities children enjoy the most.

- The educational programme for understanding of the world is very strong in some aspects. The childminder provides a rich range of first-hand experiences for children to learn about the natural world, living things and life cycles. For example, children observe the chicks in the incubator at the country park and learn about animals and their habitats. However, the childminder has not identified further areas for development. For example, she does not plan enough opportunities for children to learn about their local diverse community to further extend their understanding of the world.
- Partnerships with parents are strong. The childminder keeps parents well informed about their children's progress and how they can further support their learning at home. Regular newsletters keep them up to date about the setting and include information on parenting issues. Feedback from parents is overwhelmingly positive. They report that the childminder supports them extremely well on issues such as anxiety, feeding, potty training and behaviour management. They are impressed by the progress their children make, particularly in their communication and language and literacy development.
- The childminder provides ample opportunities for children to be physical outdoors in the fresh air. She teaches them about the benefits of eating a healthy diet, limiting sugar and the importance of cleaning their teeth. The childminder has established links with the local dentist and provides dental packs for parents and enjoyable activities for children about good oral hygiene.

Safeguarding

The arrangements for safeguarding are effective.

All members of the childminder's household are vetted and suitable. The childminder has a strong understanding of her role and responsibility in relation to child protection and safeguarding. There are robust systems to keep children safe in the home and garden and on outings. For example, children learn about car and road safety and about respecting their own and others' bodies. The childminder has effective systems to ensure that children do not use devices that are connected to the internet. In addition, she provides parents with useful information about online and social media safety to help keep children safe.

What does the setting need to do to improve?

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

- monitor the educational programmes more successfully to help identify further areas for development, such as increasing opportunities for children to learn

about their local diverse community

- gain a deep understanding of how to provide an appealing range of activities for children to count objects, recognise numbers and consider measurement to help further extend their mathematical development.

Setting details

Unique reference number	2511347
Local authority	Birmingham
Inspection number	10191747
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	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Yardley, 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

Parm Sansoyer

Inspection activities

- This was the first 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 inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of parents.

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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