

Childminder report

Inspection date: 7 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 form warm relationships with the childminder and show that they feel safe and secure. She is kind and nurturing towards them, which helps them settle quickly. Young children really enjoy her company and are happy in her home. They listen respectfully to the childminder and adapt their actions well, as she gives them reminders about safe practices. Children behave well. They show kindness to each other, and the childminder supports them to develop their sharing skills. The childminder uses praise effectively, which helps to boost children's self-esteem.

Children have interesting and enjoyable days with the childminder. She considers their interests and learning needs when she provides activities. Young children develop their dexterity and coordination well. For example, they have opportunities to strengthen their hand muscles when they carefully pick up small pieces of tissue paper and place these on their rainbow pictures. Children use utensils and tools effectively as they play, imaginatively mixing coloured rice and serving pretend cups of tea with the childminder. Young children show good levels of interest in their play when they manipulate soft sand and use different shape cutters to produce 'starfish' and 'dolphins'. Children develop good physical skills.

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

- The childminder has developed her curriculum to focus on providing children with the skills they require to start their school life. These include good communication and language, the confidence to ask questions, the ability to take charge of their self-care and the ability to listen and concentrate well.
- The childminder knows the children, and their interests and capabilities. She assesses their development regularly, using this information to plan what they need to learn next. The childminder confidently uses daily play and routines to support children in continuing to develop their knowledge and skills. She quickly identifies any gaps in children's learning and plans activities to help close them.
- The childminder is attentive to young children's needs, conscientiously following their individual care routines. Children enjoy healthy meals and drinking water. They learn to keep clean, regularly washing their hands, and they talk about cleaning their teeth. Children enjoy being active in the fresh air. They use the small slide and other equipment in the childminder's garden and regularly go for walks with her.
- Children enjoy listening to songs, which helps to extend their vocabulary and promotes their language skills. The childminder also provides a narrative for children as they play. This helps children to make good progress in their language development. However, sometimes questioning is not skilful enough to develop more sustained conversations with children.
- The childminder has assessed the impact of the COVID-19 pandemic on children

in her care. She regularly takes children to soft-play, music and singing groups, where they have the opportunity to mix with other children. Children develop their confidence in larger groups. Children are starting to use early mathematics in their play, including counting and shapes. They recognise basic shapes, such as a circle, square, rectangle and triangle.

- The childminder has a variety of books and regularly takes children to the library, which helps to support children's early literacy skills. However, the childminder has not fully developed the environment to enable children to extend their understanding that print carries meaning. Resources that encourage children to write for a purpose during play are not always available. As a result, children's literacy skills are not fully enhanced.
- The childminder maintains good relationships with parents, and supports them in understanding children's learning and building on this at home. She gathers a range of information from parents before children join her setting. Since the COVID-19 pandemic began, parents no longer fully enter the setting. However, the childminder ensures that she provides opportunities every day to exchange information with parents.
- The childminder reflects on the opportunities that she provides for children. She extends her professional development and attends relevant mandatory training. For example, she has taken online training courses to extend her knowledge of how to keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She understands how to recognise any concerns about children's welfare, and she is aware of the importance of reporting any such concerns promptly to relevant professionals. The childminder knows what she must do if there are allegations made about her or a member of her household. She understands the possible risks of children and their families being exposed to extreme views and practices. The childminder uses risk assessments and daily checks of her home effectively to help keep children safe. She supervises children well, ensuring they are always within her sight or hearing.

What does the setting need to do to improve?

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

- use consistent and effective questioning techniques to further extend children's spoken language and vocabulary
- identify further opportunities to support children's literacy and develop their early writing skills.

Setting details

Unique reference number	2520253
Local authority	Birmingham
Inspection number	10215008
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Sutton Coldfield, Birmingham. She operates all year round from 7.30am to 5.30pm, Tuesday, Thursday and Friday, and 7.30am to 9am and 3.20pm to 5.30pm on Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

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 childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector held discussions with the childminder and spoke with children at appropriate times during the inspection.
- The inspector looked at a sample of relevant records and documentation. This included evidence about the childminder's suitability and training.

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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