

Childminder report

Inspection date: 19 June 2024

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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

The childminder warmly welcomes children as they arrive at her home. Children respond with smiles and hugs, demonstrating that they feel safe and secure in the care of the childminder. As they arrive, children are excited to engage in the activities that the childminder has planned for them in response to their personal interests. For example, children smile happily as they engage in colouring activities prepared for them by the childminder. The childminder supports children's language and communication skills well as she plays alongside them, sharing and modelling new vocabulary. For example, she introduces words, such as 'squash' and 'squeeze' as children play and make shapes with play dough. The childminder supports children effectively to develop their fine motor skills and hand-eye coordination as they manipulate play dough and stack building blocks.

Children are happy and enjoy playing and interacting with the childminder. For example, they laugh and giggle as she plays peekaboo with them. Children grow in confidence and develop self-esteem as the childminder recognises and celebrates children's achievements. For example, they beam with pride as the childminder claps her hands in celebration when they successfully count to five. The childminder supports children to develop independence skills. For example, she encourages children to look after resources and to help her tidy them away before choosing something new to play with. Children behave well in the childminder's home. She uses a range of age-appropriate strategies to help children learn how to share, take turns and play cooperatively with other children.

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

- The childminder has a good understanding and knowledge of the early years foundation stage framework. She uses this to plan a curriculum that focuses on children's communication and language skills, personal, social and emotional development and physical development. She plans her curriculum around learning themes in response to the children's interests and experiences, such as a trip to the park or a favourite book like, 'The Hungry Caterpillar'. The childminder, however, has not yet applied the same level of consideration and planning to her outdoor curriculum, therefore limiting children's opportunities to play and learn in the outdoor environment.
- The childminder gathers information from parents about what their children already know and can do when they arrive at her home. She uses this information, along with ongoing observation and assessment, to help identify children's starting points for learning. The childminder then uses her professional knowledge and child development guidance to identify and plan what it is children need to learn next. This supports children to make progress in their learning and development.

- The childminder knows and understands when and how to seek the help and support of professionals to assist the learning and development of children with special educational needs and/or disabilities. The childminder implements a range of strategies to support the language development of children who speak English as an additional language. The childminder recognises that language and communication skills are key for children to develop in readiness for starting school.
- Children develop their understanding of mathematical concepts as the childminder plays alongside them. She interacts with children to help them practise their counting skills and learn the names and colours of shapes. For example, she talks to them describing the 'green circle' and the 'yellow triangle' as they sort and stack them into piles.
- The childminder supports children to develop an understanding of healthy lifestyles. She takes them out frequently to local parks, where they have opportunities to be active and develop physical skills as they run and play on swings and climbing frames. These trips also help children to develop an understanding of the world and others around them as the childminder talks to them about the things they see and experience.
- The childminder reads online publications to extend and develop her knowledge and understanding of early years. She utilises a network of local childminders to gain ideas about how to support children's learning and development. However, the childminder does not consider or evaluate the care she currently provides to identify specific or targeted training that will enhance her skills and knowledge and further support the children in her care.
- Parents speak fondly about the childminder, and they liken her to a friend. They report that she is kind and considerate towards their children. They feel informed about the progress their children are making. Parents appreciate that the childminder shares information with them about how to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop an outdoor curriculum that provides children with opportunities to play and learn in the outdoor environment
- seek targeted professional development opportunities that will impact positively on children's learning and development.

Setting details

Unique reference number	2531933
Local authority	Birmingham
Inspection number	10279324
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	18 November 2022

Information about this early years setting

The childminder registered in 2019 and lives in Nechells, Birmingham. The childminder has an appropriate level 3 qualification. She operates all year round from 9am to 3pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector
Sue Bradford

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 talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed children's interactions with the childminder during play to observe the quality of teaching and learning.
- The childminder showed the inspector the resources and all areas accessed by children within her home and garden.
- Parents spoke to the inspector and shared their views of the childminder.
- The inspector viewed a sample of documentation, such as the childminder's first-aid certificate and safeguarding policy.

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 2024