

Childminder report

Inspection date: 6 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 confident and settled in this home-from-home setting. They have a secure relationship with the childminder and seek comfort when needed. Children learn about the world around them. For example, they build towers with wooden blocks and talk about the castle they recently visited. Children show good levels of concentration as they stick jewels in the play dough and make cakes. They develop their understanding of mathematics as they match different objects to the written number. The childminder gives children plenty of opportunities to develop their independence skills. For instance, they express their choice clearly as they select from the variety of sandwich fillings.

Children develop an understanding of the wider community. For example, the childminder provides a range of experiences that allow children to learn about different cultures and religions. This develops their understanding of how to respect others and for them to learn about what makes them unique. Children attend playgroup sessions with the childminder that provide them with opportunities to socialise with other children. Children practise their mark-making skills using a variety of resources available. The childminder understands the importance of building children's muscle control to prepare them for early writing skills.

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

- The childminder provides children with a curriculum that builds on what the children already know. She uses real experiences to embed knowledge further. For example, children learn about the vegetables they have grown from seeds. They talk about how they should look after the living things that they have grown by watering them.
- The childminder assesses children's development regularly to identify any gaps in their learning. She recognises when children may be falling behind and speaks with parents and other professionals to ensure the right support is in place. She provides a wide range of resources and activities that cover all seven areas of learning to ensure they make good progress in their development.
- Parents speak highly of the childminder, and they say that she has a professional approach. They feel that their children are safe and secure. Although the childminder shares some information with parents about their child's development, she does not fully support parents to optimise their child's learning at home.
- The childminder attends regular training to keep her knowledge and understanding up to date. She has recognised the potential delays in development due to the COVID-19 pandemic. The childminder has attended specific training to build on her understanding. For example, she has completed

training that supports children's emotional well-being. The childminder teaches children to learn about their emotions and how they may feel.

- Children develop their communication through books and stories. For example, they learn new words, such as 'enormous', through the stories they read together. The childminder ensures that they understand the new word and supports their understanding of words that they already know.
- The childminder uses questions to build on children's understanding. However, when asking the children questions to test out their understanding of new knowledge, at times, she does not give children the time they need to think about their responses before she asks them another question. There are also occasions where the childminder does not then extend on their responses to further their understanding.
- Children learn about the rules and boundaries with clear expectations from the childminder. She encourages them to overcome their conflicts by talking to them about what has happened. Children develop their skills with toileting as the childminder talks to them about the routines to ensure they have a good understanding. For example, the childminder breaks down steps for toileting to fully embed the routine and ensure children understand what is next.
- Children are provided with lots of opportunities to be physically active in the outdoors. They concentrate as they experiment with the different activities on offer. Children learn how things change as they mash petals in their pots and use the tools independently. Children develop their large-muscle skills as they climb a low wall or ride a tricycle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She recognises signs and symptoms of children who may be at potential risk of harm. The childminder has a secure understanding of how to report concerns, so they are dealt with swiftly. The childminder has robust risk assessments in place to ensure the environment is safe. Children are given clear boundaries when carrying out activities, such as using scissors, to keep themselves safe. Safeguarding policies and procedures are well embedded to promote the welfare of children.

What does the setting need to do to improve?

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

- strengthen parent partnerships to promote a two-way communication that supports children to continue their learning at home
- refine questioning techniques to allow children time to process what has been asked and embed knowledge further.

Setting details

Unique reference number	2547777
Local authority	Birmingham
Inspection number	10215619
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Northfield, Birmingham. She operates from 8am to 5pm, Monday to Friday, all year around. The childminder holds qualified teacher status. She receives funding to provide early education for three-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out an observation with the childminder and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of those in the household.
- Parents shared written testimonies of their views of the setting.

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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