

Childminder report

Inspection date: 19 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a friendly, warm and homely learning environment for children to develop and explore. Children arrive confidently and eager to see their friends. They leave their parents with ease. Children have secure bonds with the childminder and her assistants and seek comfort and reassurance when needed. This helps children to feel safe and secure.

Children have enjoyable days and access a variety of activities to learn and explore. For example, during outdoor play, children hear the sound of a siren so they stop and listen. The childminder questions the children about what they hear. She extends their knowledge and gives suggestions to the children, to think about which emergency vehicle it could be, as the siren fades away. This helps to extend children's communication and language skills.

The childminder and her assistants are positive role models. They help children to understand how to share and play well with each other. As a result, children behave well. Children delight when they join a creative activity. They enjoy gluing and sticking shapes on paper and talk about the shapes of the sequins. Children receive lots of praise and reassurance as part of the activity. This helps to build children's confidence and self-esteem.

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

- The childminder implements the curriculum based around the children's interest and independent learning. She has a positive understanding of child development and uses the curriculum to build and extend what children already know and can do. However, the childminder's assistants do not always have a clear understanding of the intentions for children. Therefore, the delivery of some activities by them is not consistent with those of the childminder.
- The childminder promotes and encourages children to develop their independence and self-help skills. For instance, children are encouraged to wash their hands before every meal, after using the toilet and after they have been outside. The childminder and her assistants guide children with using open-top cups and cutlery. The childminder skilfully adapts to the children's preferences, as some children feel more comfortable using their hands. The childminder and her assistants talk to the children about healthy eating. Children enjoy sitting and eating with each other during mealtimes, which are sociable occasions.
- The childminder helps children to learn about their local community and the wider world. For example, they go on regular visits and outings to the farm, local forest, the aquarium, pet shop and the local park. The childminder ensures that children learn about different cultures and festivals throughout the year. This supports their understanding of diversity and respect for other cultures and

religions, and prepares them for life in modern Britain.

- The childminder understands the impact of the COVID-19 pandemic and has identified where some children may have missed out on key learning skills. As a result, the childminder has supported children to develop and make progress with their communication and language skills. For example, the childminder reads a selection of books to the children. She extends children's vocabulary by teaching new words, and questions children effectively.
- The childminder provides good support for children with special educational needs/or disabilities (SEND). She works in partnership with parents and other agencies to support children in their learning and development. The childminder is proactive and ensures that children's individual targets are supported. She ensures that she devises activities to help SEND children make progress.
- Partnerships with parents are effective. Parents comment on the home-from-home and nurturing care children receive. They report that their children are well cared for. Parents speak positively about the childminder's flexibility and the improvements she has made to the garden. Parents comment on the regular communications they receive, such as photographs and information about their child's learning.
- The childminder has established good partnerships with the local school and nursery. She joins them to take part in forest schools and ensures that she is kept well informed with planning and curriculum ideas to help her improve her practice. The childminder ensures that children are prepared well for school.
- The childminder is committed to her professional development. She ensures that she keeps mandatory training for her assistants and herself up to date. The childminder also seeks out new training courses for herself and her assistants to maintain their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of child protection and safeguarding. They know how to keep children safe or who are at risk of harm. The childminder and her assistants know who to contact if they have a concern about a child's welfare or if an allegation is made. The childminder ensures that she and her assistants are fully trained in safeguarding. The childminder and her assistants are alert to specific legislation, such as the 'Prevent' duty and female genital mutilation. The childminder ensures that her home is regularly risk assessed. This ensures that toys, equipment and her premises are free from any hazards.

What does the setting need to do to improve?

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

- support assistants to consistently implement children's individual learning intentions during activities.

Setting details

Unique reference number	2586541
Local authority	Birmingham
Inspection number	10251137
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	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Yardley Wood in Birmingham. She operates all year round, from 8am to 6pm, Monday to Thursday, except for family and bank holidays. She holds an appropriate childcare qualification at level 3. The childminder works with two assistants.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

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 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 it is 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 quality of education provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of the parents' views during the inspection.
- The inspector observed the interactions between the childminder, her assistants and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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