

Childminder report

Inspection date: 20 January 2023

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 enjoy their time with the friendly and welcoming childminder. They form close, trusting relationships with the childminder, her co-childminder and their assistant. Children are happy and settled and make good progress. They become thoroughly engaged in their play and are confident in their surroundings. They listen intently to the childminder, helping to tidy away the toys and resources after they have finished playing. Children respond well to the childminder's gentle reminders to guide their behaviour, such as sharing and taking turns.

Children benefit from many experiences outside of the setting, which help to enrich their learning and development. They begin to develop an understanding of the world around them and are introduced to the concept of money. For example, the childminder and her co-childminder take children on the bus to visit the local shop, where they choose their own items to buy and pay for their shopping.

Children have opportunities to practice their large physical skills in the garden and at the local park. They develop a good understanding of the need to adopt a healthy lifestyle. The childminder promotes healthy eating and children can quickly identify which foods are healthy and which are not. The childminder encourages children to try new foods and they enjoy the freshly cooked meals she provides. They follow good hygiene practices and are encouraged to be independent in their self-care, such as handwashing and using the toilet independently.

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

- The childminder is passionate about providing high-quality care and education. She works closely with her co-childminder to plan an educational programme that is centred on children's interests and next steps in learning. The childminder and her co-childminder evaluate their practice together and consider areas for development.
- Before children attend for their first session, the childminder gathers information from parents to support a consistent approach to the children's care and learning. She communicates daily with parents and keeps them up to date on the progress their children make and the care they receive. Written feedback from parents is highly complementary.
- The childminder and her co-childminder run a weekly childminding group and organise fun activities, which helps to broaden children's experiences and allows them to socialise with others. The childminding group also provides opportunities for childminders to share ideas and best practice, which the childminder uses to enhance her own knowledge and skills.
- The childminder has established close links with teachers from the local nursery and primary school. She shares relevant information to support continuity and

aid smooth transitions as children move on to the next stage of their education.

- The childminder knows the children well and plans interesting and enjoyable activities. For example, she uses resources to promote children's oral hygiene and help children to understand the importance of looking after their teeth. However, in her enthusiasm to help children learn, planned activities are sometimes rushed and children can become overwhelmed by too many instructions at once.
- Children enjoy taking part in music and movement activities. They sing and dance to their favourite song about a baby shark. They enjoy counting songs, such as 'five current buns', which help children to develop an understanding of simple addition and subtraction.
- The childminder helps to promote children's early literacy skills and a love of books. Children gather around the childminder to listen to a story about a fish called Barry. They giggle as the childminder successfully uses storytelling props to offer children an interactive storytelling session.
- The childminder provides opportunities for children to mark make and develop their fine motor skills in preparation for early writing. For example, children use pencils and crayons with increasing control and manipulate dough with their hands and fingers.
- Children enjoy preparing their own pizza for lunch. They confidently use a knife to spread tomato sauce onto their pizza base and make decisions about what ingredients they would like to put on top. Children benefit from the high-quality interactions of the childminder and her co-childminder who model good communication and language skills.
- Children develop an awareness of the diverse world they live in. The childminder promotes children's understanding of their own and different cultures and traditions. They learn about different festivals throughout the year and visit places of worship.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She knows the signs and symptoms that may indicate a child is at risk of harm. The childminder understands the procedures to follow to report concerns about the welfare of a child. She completes regular training to keep her knowledge up to date and is aware of wider safeguarding issues, such as the 'Prevent' duty. The childminder teaches children how to keep themselves safe. For example, children learn about road safety. The childminder and co-childminder carry out regular checks to ensure that the environment is safe for children.

What does the setting need to do to improve?

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

- enhance children's understanding by simplifying adult-led activities, and review the pace at which new learning is introduced, to enable children to make the best possible progress.

Setting details

Unique reference number	2600789
Local authority	Birmingham
Inspection number	10263421
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 10
Total number of places	16
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works at the home of another childminder in Sutton Coldfield. The childminder operates Monday to Friday, from 7am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early years education for two-, three- and four-year old children.

Information about this inspection

Inspector

Angela Hulme

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 provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents' written views were considered as part of the inspection.

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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