

Childminder report

Inspection date: 19 November 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder recognises how to use children's interests and spontaneous events to motivate them to play and learn. When children show an interest in their surname, the childminder helps them to learn these and those of their friends. This helps to support children's self-awareness and sense of belonging as they tell their friends about their full names, including their middle names. When children are ready, the childminder supports them to write their names.

The childminder embraces the opportunities that the weather provides to enrich children's experiences. For example, she encourages children to explore the recent snowfall, both indoors and outdoors. Children eagerly experience first hand what they have only seen in books and on television, such as throwing snowballs and building snowmen. The childminder ensures that children are motivated to play and offers them the choice of indoor or outdoor play. The childminder deploys staff so children can choose where they wish to play.

The childminder sets out clear boundaries for expectations that children know and understand. She uses the daily routines to help children understand about the rules and the reasons for them. The childminder establishes respectful relationships and provides positive role models for children's interactions with others.

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

- The childminder reflects well on the service she provides and aims to continually enhance the provision to benefit children. She completes regular training and research to extend her knowledge and skills. Recent training has helped her to build on her existing knowledge of working with outside agencies that are also involved in children's care.
- The childminder offers staff regular supervision, guidance and training. This ensures that they understand their role and responsibilities regarding children's education and as people in a position of trust to keep children safe.
- The childminder has strong knowledge of child development and how to support children in key areas of their learning. She has designed a core curriculum that is focused on helping children build the essential skills they need in readiness for school.
- The childminder continuously observes children to identify where she needs to prioritise her teaching most. She provides each child with an individual learning programme, which she shares with parents. Assessment includes a thorough review of children's progress at age two years. This ensures that all children are supported to make good progress in their learning.
- The childminder plans especially well for children's communication and language development. She makes use of language screening assessments to identify

how children are progressing. She uses this information to implement targeted support plans where children need additional focused teaching. The childminder liaises with speech and language therapists to help children who need extra support to meet their development milestones.

- The childminder includes a daily mathematics teaching focus that the children enjoy during morning circle time. Children are excited to use a toy turtle to count each child in the room. However, teaching is not matched precisely to help children build on their existing mathematical knowledge and skills.
- The childminder has a wide range of resources available to children. She sets out some purposeful activities that are engaging and inspire children to be curious. For example, children explore melting snow in a tuff tray. However, the childminder does not organise all indoor resources as well as possible to entice children to play. The available floor space meets the requirements but the organisation slightly limits the independent play opportunities.
- The childminder's curriculum is progressive and helps children to manage their feelings and behaviours. She uses age-appropriate strategies to help children express their emotions and understand unacceptable behaviour. For example, she encourages older children to use words to express how they are feeling and guides and supports younger children to explore a range of emotions.
- The childminder supports children's health well. She has recently started to receive funding for milk and is using this as a part of the daily routine to support children's independence and health. Children are currently motivated to learn how to pour their own drinks of milk.
- The childminder values working in partnership with parents. Parents praise the childminder for her professional approach and say she is 'amazing'. They attribute their child's progress to the support the childminder has provided and appreciate the guidance that she gives them so they can continue their child's learning at home. The childminder works in partnership with other settings.

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:

- design and plan the learning environment to increase children's accessibility to the available resources and increase space for them to explore these
- review and enhance the curriculum for mathematics so that teaching is focused on helping children to gain a breadth of mathematical knowledge and skills that are developmentally appropriate.

Setting details

Unique reference number	2601001
Local authority	Birmingham
Inspection number	10372743
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 November 2023

Information about this early years setting

The childminder registered in 2020. She lives in Kings Norton in Birmingham. The childminder holds qualified teacher status and works with an assistant. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides early education funding for children under two, and those aged two, three and four years.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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