

Childminder report

Inspection date: 19 April 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this wonderful childminder's home. She is dedicated and passionate in providing the best care and education to the children. The childminder has formed close bonds with all children and has high expectations of them all. Children respond well to the childminder's calm nature and the praise and encouragement they receive from her. This helps to support their developing personal and social skills.

The childminder engages in high-quality interactions with the children during play. She uses this as an opportunity to develop and build on children's communication and language skills. For example, she skilfully interacts with babies as they build a tower using plant pots, including incorporating early counting. Babies delight in this play as they stack the pots and then knock the tower over. The childminder models keywords effectively, such as 'one, two, three' and 'crash'. The childminder skilfully extends this learning with older children as they help to plant flowers and learn about what is needed to help them grow. She expertly introduces new words and talks about their previous learning to help older children make connections in their learning. This helps to build children's growing vocabulary.

Babies develop excellent physical skills as the childminder praises their movements. For example, she delights as they pull themselves up to a standing position and soon begin to take their first steps. This helps them to feel proud and motivated. Furthermore, older children learn to concentrate and persevere as they engage in tasks to develop fine motor skills. For example, children cooperatively work together to manipulate jigsaw puzzles into place. From a young age, babies demonstrate extremely positive attitudes towards learning, which only enhance as children develop and grow.

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

- The childminder has developed an excellent curriculum for the setting based around the needs and interests of the children. In light of the COVID-19 pandemic, she swiftly identified gaps in children's personal, social and emotional development and recognises how highly important closing these is. The childminder takes children to playgroup sessions so that they can interact with others outside of her home. She also helps them gain confidence in the wider community as she takes them on visits to the museums and local parks. This helps to further enhance these skills.
- The childminder is an inspirational teacher and is an excellent role model for the children. She speaks to children clearly and asks open-ended questions. As a result, children love to explore in their play. They are enthusiastic and active learners and immerse themselves in play that interests them. For example,

children thoroughly enjoy role play as they pretend to make tea and coffee. They engage in conversation with visitors and ask them what they would like. Additionally, children thoroughly enjoy singing and dancing to songs and rhymes. They sing out loud as they rock dolls to sleep and independently select instruments to enhance their learning.

- The childminder works very closely with families to provide expert support for children who speak English as an additional language. For example, she gathers keywords in children's home language from parents and displays them in the setting. She also plans focused activities to teach children the English language. As a result, all children make exceptional progress from their starting points and are well prepared for the next stage of their learning.
- Children's behaviour is exemplary. The childminder supports children to develop good social skills and promotes their positive behaviour. Children learn to share and take turns in their play. They are respectful and polite in their interactions with each other.
- The childminder expertly encourages children to follow a healthy lifestyle and encourages a positive attitude towards developing healthy habits. She supports children to learn about brushing their teeth and the importance of maintaining oral health. Children demonstrate excellent independence skills and enjoy doing things for themselves. The childminder involves children in preparing snacks using fresh fruit. For example, children independently pour their own drinks and cut up fruits safely, showing great control.
- The childminder is highly reflective and has a clear ambition and vision for what she wants to achieve. She works incredibly well with other childminders in the area and has recently been selected by the Department for Education to coach and support other childminders on a mentorship programme. Furthermore, she strives to continually enhance her own teaching, knowledge and skills and eagerly seeks support from the local authority. For example, the childminder has plans to attend upcoming training on using new strategies to further support children's speech, language and communication to ensure gaps in children's learning are rapidly addressed.
- Parents speak extremely well of the childminder and say she goes above and beyond to support them. They say that she is 'always very welcoming and engaging', has a 'natural caring nature' and has 'exceeded expectations' because she always goes the 'extra mile'. The childminder shares precise information through daily updates about the progress in the children's learning and development and the training she has completed. Parents comment on the significant progress that their children have made since joining the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to safeguarding the children in her care. She has a robust understanding of the different aspects of safeguarding within the context of her local area and keeps her knowledge up to date. She can confidently identify the signs that a child may be at risk of harm and knows what to do and who to contact

if she has concerns. The childminder knows the procedure to follow should anyone make an allegation about her or anyone in her household. Thorough risk assessments and procedures, which are regularly reviewed, ensure that children are kept extremely safe and secure as they play in and outside the home.

Setting details

Unique reference number	2613353
Local authority	Birmingham
Inspection number	10281007
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	0 to 2
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 2021 and lives in Sheldon, Birmingham. She operates Monday to Friday, from 8am until 4.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 6.

Information about this inspection

Inspector

Reena Rai-Aheer

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 childminder and the inspector completed a learning walk of her home together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector completed a joint evaluation of an activity with the childminder. Together, they evaluated the impact of the activity on children's learning.
- Parents shared their views on the setting through written feedback.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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