

Childminder report

Inspection date: 1 September 2021

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 feel safe, secure and happy in the setting and settle quickly when they arrive, showing anticipation and excitement. They benefit from warm, trusting relationships with the childminder and her co-childminder, who they respond to positively. Children move around the play area with confidence from an early age and self-select toys they want to play with.

Children behave well and receive effective support from the childminder to help them settle into the setting. They begin to develop an understanding of right and wrong. For example, the childminder reminds them not to throw balls indoors. Children are encouraged to do things for themselves and they develop their independence and self-help skills, such as feeding themselves. Children have suitable space and appropriate resources to play with, which the childminder uses to promote children's physical development. For example, she encourages young children to crawl around and stand as they hold on to an activity block or furniture.

Children enjoy sharing stories with the childminder and taking part in singing familiar songs. They join in with actions as the childminder sings to them and are starting to join in with some of the words of the songs as they touch parts of their bodies.

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

- The childminder knows the children well. She uses children's interests to provide a motivated learning experience. She understands what she needs to do to help them move on to the next stage of their learning. She plans a curriculum that covers the prime areas of learning so that children make good progress.
- The childminder supports children to develop their communication and language skills and models key words during their play and as part of their play. For example, she introduces words such as 'soft', 'rough' and 'smooth' as they explore books with different textures.
- Children learn to share toys and understand the expectations for their behaviour. For instance, the childminder teaches them to use kind, gentle hands. The childminder and her co-childminder are good role models and have positive relationships with one another and the children. This supports the children to be caring and respectful towards others.
- The childminder is generally clear about how her activities support children in taking their next steps in learning. For example, young children develop control of their hand muscles as they pick up inset puzzles and press buttons on toys. They build on this as they participate in activities where they experience different textures. They handle textured books with a range of swirls and patterns to explore. However, occasionally, the childminder does not use the

information from her observations of the children effectively to plan more precisely so that all activities keep children better engaged.

- Children develop some knowledge of the world around them. For example, they enjoy daily walks and frequent visits to local places of interest, such as to Stratford, the flowers fields and the African village where they see wild animals. This helps them to understand their community and learn about different cultures and lifestyles in the wider world.
- The childminder keeps parents informed of their children's day and progress daily. The childminder regularly sends home images of the children playing. However, the childminder is not as effective in obtaining useful information from parents when children first start. For example, she does not fully involve parents to gather information about what children already know and can do to enable her to build on their skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She ensures that her child protection knowledge is up to date and she knows the signs that may indicate a child is at risk of harm. The childminder understands how to record and report concerns about children's welfare to the relevant agencies. She is aware of the action to take in the event of an allegation being made against herself or a family member. The childminder carries out risk assessments of the house to identify and remove any potential hazards. When she takes children on outings, she always supervises them appropriately.

What does the setting need to do to improve?

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

- strengthen the settling-in process further by obtaining information from parents about what children already know and can do, and use the information as a foundation for building on children's learning
- use observations of children's learning more effectively to better inform planning so that all activities consistently engage them.

Setting details

Unique reference number	2618263
Local authority	Birmingham
Inspection number	10205431
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 2
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 2021 and lives in Birmingham. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for family holidays. She also offers care on Saturdays and Sundays from 6.30am to 3.30pm. The childminder works with a co-childminder.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her curriculum for the children.
- The inspector observed activities indoors. She discussed the quality of education with the childminder and the impact this has on children's learning.
- The inspector viewed a sample of documentation, including safeguarding policies and procedures, suitability checks and the childminder's paediatric first-aid certificate.

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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