

Childminder report

Inspection date: 16 January 2024

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 are happy and settled at this childminder's welcoming home. They approach the childminder and her assistant for reassurance. The childminder and her assistant respond with warmth and kindness. Children demonstrate that they feel safe and secure in their care. The childminder gathers valuable information about children before they start, such as their family background, likes and routine. She uses this information to build early connections with children. The childminder and her assistant know the children very well and this is evident in the close bonds they share.

The childminder is clear about what she wants children to learn. She understands how to differentiate activities for individual children to meet their next steps. The childminder regularly uses assessment to track children's development progress. She swiftly identifies any gaps in their knowledge and makes timely referrals for advice and support from other professionals. While children are waiting for other professional involvement, the childminder uses techniques to help close any gaps in their knowledge. For example, she uses flash cards and focused story time for children with speech delay. This helps all children to make the progress they are capable of.

The childminder and her assistant give children gentle reminders on how to follow rules. They prompt manners and regularly praise good listening. The childminder and her assistant fully explain to children the impact of any unwanted behaviour. For example, when children splash water, they explain this will make their friends feel cold. As a result, children listen and show respect towards others.

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

- The childminder prioritises her own professional development and that of her assistant. She is always looking for strategies to help improve her own knowledge and keep up to date with any changes in statutory guidance. The childminder works closely with local authority advisers and a network of local childminders to share good practice ideas. She supports her assistant with supervision and training sessions. As a result, this continuous learning helps to improve the overall quality of the teaching provided for children.
- The good health of children is given high priority. They enjoy a variety of nutritious food to eat and have access to fresh drinking water. The childminder uses research and guidelines to plan her menus. Children learn to sit nicely while they eat. The childminder suitably supervises children at mealtimes and has secure knowledge of allergy management. This helps to keep children safe and well.
- Children are physically active. They excitedly engage in daily outdoor play. They

balance on bicycles and scooters. However, as children get ready to go outside, the childminder puts their coats, shoes and hats on for them. She does not give them opportunity to practise these important skills for themselves. This does not help to promote children's independence.

- The childminder and her assistant make good use of songs and nursery rhymes to encourage children's language. Children delight in finding different puppets to use as props as they sing songs. The childminder completes the actions and children join in and dance along. Children follow the rhythm of the tune and repeat new words. However, sometimes, the childminder is easily distracted from teaching by the more confident children. For example, as the childminder is singing, she is interrupted and does not complete the song. Therefore, the quieter children sometimes miss out on learning opportunities.
- The childminder encourages children to use their imagination and be creative. She follows the children's ideas and allows them to express themselves through a range of media. The children delight in making marks with water on the outside wall. They kindly share paintbrushes and take turns. Children proudly show off their achievements and the childminder responds with kindness and praise. Consequently, children are building their confidence and self-esteem.
- There is secure partnership working with parents. The childminder shares regular progress updates with parents. She also shares ideas of how parents can continue their child's learning at home. Parents speak very positively of the childminder. They say she is kind, patient and flexible. This strong relationship helps to consolidate children's learning between the setting and home.

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:

- provide more opportunities for children to practise their independence so they are well prepared for their next stage in development
- increase awareness of the needs of the quieter, less confident children so that all children receive the same level of interaction and support.

Setting details

Unique reference number	2652577
Local authority	Birmingham
Inspection number	10326523
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Birmingham. She operates five days a week, from 8am to 5pm. The childminder holds an early years qualification at level 3. She provides funded places for two- and three-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Katie Rudge

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 showed the inspector the premises and discussed how they ensure it is 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 spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024