

Childminder report

Inspection date: 26 April 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

The childminder is kind and caring. She is extremely attentive and nurturing towards children and recognises their needs. This helps children to build trusting relationships. Children demonstrate that they feel safe and secure within the childminder's home. Children enjoy their time with the childminder. The environment is set out for children to explore independently. The spacious outdoor area allows children to engage in a broad range of learning opportunities. For example, children develop a love for growing and show great enjoyment in watering the vegetables they have planted. They shoot balls into hoops, use coloured chalks to make marks and play target games to recognise numbers. The skilful childminder adapts activities so older and younger children can engage in playful learning experiences together. This ensures that children are kind and caring towards each other, and they behave very well.

The childminder takes time to get to know children and learn about what each child needs to learn next. She uses children's interests to help build on what she wants children to learn. For example, when children are learning about colours, she puts coloured balls into a child-friendly bouncing frame so they can jump up and down and pick out the coloured balls she wants them to recognise. This helps to engage children and build on their prior experiences. The childminder provides a range of experiences to support children to develop their physical skills. This helps them build core strength and develop their muscles in readiness for their future learning.

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

- The childminder's curriculum is well thought out to meet the needs of the individual children. She uses their interests to plan learning experiences that are engaging and developmentally appropriate. Children show they are excited to have a go and eager to learn from the experiences on offer. This helps all children to have a positive attitude, and they progress well in their learning.
- The childminder knows when to extend children's knowledge in play. She talks to children about the rainwater they are using to fill up the spray bottles. When children water the plants, the childminder talks about the plants needing a 'good drink' to help them grow. This helps children to learn about how things grow and develops their knowledge in understanding the world. However, the childminder is sometimes too quick to move children on, and she does not always give children enough time to enable them to choose and explore where they want to go next in their play.
- The childminder has a clear focus on communication and language. She uses a speech and language toolkit to assess children. When children need extra support in saying more words, she plans learning experiences for them tailored around their interests. This helps to engage children in back-and-forth

conversations and gives them the confidence to speak. Parents talk about how their children's speech has excelled since receiving the support from the childminder.

- The childminder promotes a love of books. Children enjoy sitting beside the childminder and selecting the books they want to read. They have fun exploring sounds, using their hands to describe the words in the story. For example, they tap the table and repeat the words 'tap, tap, tap'. When children point and say 'knock, knock', the childminder says 'hammer'. This helps children to learn new words and build on their vocabulary.
- Children benefit from healthy and nutritious meals. They have healthy foods such as bananas and apples for snack and a healthy sandwich with cucumbers and strawberries for lunch. Children develop their independence skills by eating by themselves. However, the childminder does not consistently remind children to wash their hands before sitting down for snack to embed good hygiene routines.
- The childminder is keen to evaluate her ongoing development. She is part of a group of childminders that she networks with. The childminder seeks advice from her early years adviser and knows when to update her mandatory training. To help her practice and extend her knowledge, she has taken further training on special educational needs and/or disabilities.
- Parents speak fondly of the attentive and kind childminder. They say she has helped their children with their personal and social development through the regular playgroup visits and helped with their children's speech and language. They value the advice given to support their children's transition into nursery. Parents feel they are kept well informed about what their children can do and feel their children have come on in leaps and bounds. They appreciate the keepsakes they receive from the childminder.

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:

- consistently embed daily handwashing routines to maintain good health practices
- build on children's learning experiences by giving children more time to think about where they want to go next in their play.

Setting details

Unique reference number	2654270
Local authority	Birmingham
Inspection number	10335677
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 4
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 Birmingham, West Midlands. She works from Monday to Friday, 7.30am until 6pm, all year round, except for personal holidays.

Information about this inspection

Inspector

Dal Malhi

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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector, both in writing and over the telephone.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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