

Childminder report

Inspection date: 21 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The educational programme is created around the childminder making observations of what children enjoy doing and assessing their development. She uses this information to plan for their next steps in learning through the activities children enjoy most. Consequently, children consistently show high levels of engagement and are keen to take part. For example, children are eager to make the play dough and easily follow instruction. The childminder skilfully introduces new words and concepts as children explore the aroma of the cinnamon before they add it to the dough.

Children are happy and confident in this nurturing environment, which is set up with their needs in mind. They freely explore and build on their play, using the rich range of activities and resources on offer. Children enjoy the routines in place. For example, children quickly sit ready for circle time and talk about how they are feeling, and they delight in singing the days of the week and months of the year. The childminder has high expectations for all children. For example, children count to 20 then backwards from 20, and learn to recognise shapes, such as a semi-circle, star and pentagon. Children form strong attachments with each other and have a close relationship with the childminder. The childminder places a clear focus on supporting children to increase their self-help skills. For example, children put on their own shoes and coats as they prepare to go outdoors, and at snack time they learn how to peel their bananas.

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

- The highly qualified childminder has a strong understanding of how to support children's development across all areas of learning through playful activities. The childminder uses an effective observation and assessment system to find out about each child's stage of learning and their interests. She successfully identifies their next steps in learning and weaves these into the curriculum.
- The childminder is passionate about removing any barriers to learning. For example, children with special educational needs and/or disabilities (SEND) are prioritised during activities to ensure they can fully participate to help them progress. All children attending are bilingual, and the childminder uses effective strategies to give value to the various languages spoken.
- The childminder clearly understands that communication and language are fundamental to help children succeed. For example, she has completed a training course in sign language and uses a successful range of strategies to help children communicate. She introduces a rich range of vocabulary during her interactions, and children enjoy conversations. The childminder sings with children daily, and they are eager to take part. For example, children individually stand and enjoy singing complex songs during group sessions.

- The childminder knows the unique personalities of each child and how to motivate them to learn. However, during adult-led activities, the childminder does not always effectively reinforce and check what children have learned to help maximise their learning potential.
- The childminder works closely with parents to find out about their children's preferences and learning styles. She involves parents from the start when she uses the communication and language screening toolkit with children to help her identify any areas for development. Feedback from parents is positive. They are impressed by how well the childminder understands their children's individual needs and the focus she places on supporting their language skills. They appreciate the advice they receive on issues such as behaviour management and sleep routines.
- Promoting children's health is a clear focus. For example, the childminder teaches children about the benefits of eating healthily and reducing sugar in their diet. Children learn about good oral hygiene and clean their teeth after eating their lunch. Children benefit from plenty of opportunities to be outdoors in the garden, and they use a challenging range of physical equipment to test and extend their physical skills.
- This committed childminder makes effective use of training opportunities to increase her knowledge of safeguarding and supporting children in their early years. For example, she has successfully completed a comprehensive training course to support children with SEND. The childminder regularly meets with other childminders for support and to share ideas to extend her practice. However, she does not consistently monitor the educational programmes to help her identify further areas for development. For example, she does not plan a rich range of first-hand experiences to help children learn about the natural world and living things.

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:

- consider ways to identify and reinforce what children learn during activities, to fully maximise their learning potential and help them make the best possible progress
- provide rich experiences for children to learn about the natural world and living things to help strengthen the educational programme for understanding of the world.

Setting details

Unique reference number	2667498
Local authority	Birmingham
Inspection number	10368578
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Small Heath area of Birmingham. The childminder holds an early years qualification at level 6. She operates all year round from 7.30am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household and working on the premises.
- The inspector took into account the views of parents.

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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