

Childminder report

Inspection date: 13 June 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 form strong bonds with the caring, nurturing childminder. They delight in the childminder's interactions with them and engage excitedly in the many activities and opportunities that she provides for them to reflect their personal interests. The childminder supports children's language and communication skills highly effectively in the language-rich environment that she creates for them. For example, the childminder shares and explains new vocabulary such as 'chrysalis' and 'cocoon' as she reads familiar stories about caterpillars to children. The childminder encourages younger children to repeat words that they hear when listening to stories. She encourages them to point at pictures in the book, as she does this to develop their growing vocabulary and support their understanding.

Children enjoy playing outside where they have opportunities to be active and enjoy the fresh air. Children giggle and laugh as they blow and chase bubbles around the childminder's garden. The childminder skilfully develops children's mathematical understanding and counting skills as she encourages them to count the bubbles as they excitedly jump and 'pop' them in the air. Younger children happily play in the sandpit and are supported by the childminder to carefully count the number of scoops of sand it takes to fill their buckets. The childminder is an excellent role model for children's behaviour. She consistently recognises and rewards children's efforts and achievements, and as a result, children's behaviour is very good. Children beam with pride as the childminder rewards them with stickers and hugs. Children demonstrate kindness towards each other, and they take turns and share resources as they play happily alongside each other.

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

- The childminder works closely with parents to ensure that she gains key information about children to help her identify their starting points for learning. The childminder uses this information effectively to plan a curriculum that meets the individual needs of children and reflects their personal interests. She uses her professional knowledge and ongoing observations of children to help her identify and plan for their next steps in learning. This supports children to make good progress, including those with special educational needs and/or disabilities.
- The childminder supports children to develop an understanding of healthy lifestyles. She teaches them about good oral health and healthy eating. For example, children play games where they sort healthy foods and unhealthy foods onto different plates and talk about why these are healthy with the childminder. Children have regular opportunities to be active and develop their physical skills. They participate in opportunities that are planned by the childminder to attend gymnastic lessons, soft-play activities and visits to local parks.

- Children demonstrate good levels of independence. They put on their own shoes before going outside to play, wash their own hands before eating and help the childminder to lay the table at mealtimes. The childminder supports children to learn important skills in preparation for school readiness, such as being confident individuals who are able to communicate their needs and able to recognise and write their own names.
- The childminder plans a range of exciting learning opportunities for children. For example, children engage in craft activities to make Father's Day cards and do painting activities in the childminder's garden. They develop their fine motor skills as they mix paints to create pictures of butterflies. However, the childminder does not always consider the accessibility of some resources for the youngest children, such as the size of paintbrushes. This means that younger children do not consistently access learning activities that support them to make the best possible progress.
- Children develop an understanding of the world around them as they grow and use vegetables from the childminder's allotment to make delicious soups that they enjoy eating. The childminder plans opportunities for children to develop their understanding and appreciation of people from different cultures. Children enthusiastically talk about their experiences, such as the time they had a party to celebrate Chinese New Year and all dressed in red and ate Chinese food and fortune cookies.
- The childminder undertakes regular training that supports her continued professional development and knowledge and understanding of early childhood development. She regularly seeks support and advice from professionals and agencies that help her to support the individual needs of the children in her care.
- Parents report that their children 'beam with smiles' as they arrive at the childminder's home, and they are 'beyond happy' in her care. They state that they receive regular updates and information from the childminder about their children's progress and development. They appreciate how this helps them to support their children's next steps in learning at 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:

- enhance the organisation of learning opportunities to support all children to access the curriculum and to promote their learning to the highest level.

Setting details

Unique reference number	2676033
Local authority	Birmingham
Inspection number	10350721
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Walmley area of Sutton Coldfield, West Midlands. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate level 3 qualification. She provides funded early education for two-year-old and four-year-old children.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- This was the first routine inspection the childminder received since 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 talked to the inspector about her curriculum and what she wants children to learn.
- The childminder showed the inspector the resources and all areas that are accessed by children within her home and garden.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector completed an observation of the childminder working with children.
- Parents shared their views of the childminder with the inspector through written testimonials.

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