

Childminder report

Inspection date: 11 June 2025

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 encourages independence and gives children reassurance. For example, as they arrive at the homely setting, she tells children that they are doing a good job at taking off their shoes and hanging up their jackets. As a result, children settle quickly into the routines of the setting.

The childminder provides children with a variety of learning resources and equipment. She uses a gentle approach to interact and plays alongside children. This helps children to engage in experiences on offer. Children select play dough, blow bubbles in the garden and enjoy racing their cars with their friends. Children develop their knowledge by colour mixing paints and are curious when they observe the different colours they create. They show excitement as they dab the paint on the paper. Children hear stories read to them by the childminder and join her in chanting along to the handwashing song. The childminder is a good role model for children. When she notices children's actions could damage resources, she discusses the consequences of what might happen and reminds children to share. As a result, children behave exceptionally well.

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

- The childminder has designed an ambitious curriculum. This ensures children build on their existing knowledge and skills. The childminder uses assessment effectively to decide on what to teach next. She plans activities around children's interests. As a result, children progress well in their learning.
- The childminder is reflective about her practice. For example, she has completed a course to upskill herself in supporting children's speech, language and communication. However, she does not demonstrate that she has gained the knowledge fully to support children with special educational needs and/or disabilities (SEND), including the referral process within the local authority.
- Children are developing a love for reading. The childminder reads stories to children and highlights the main events. As she reads the story of 'The Gingerbread Man', children are eager to tell her what is going to happen next in the story. This helps children learn story sequencing.
- Children are developing their physical skills. For example, they use scissors independently to make cuts on paper. They ride on tricycles and move confidently down the garden path. Furthermore, children show control as they use the bubble wand to dip it in and out of bubble mixture. This ensures children are building on their gross and fine motor skills.
- Children are developing their mathematical skills in everyday experiences. For example, during snack time, the childminder explains to the children that the banana they are holding is in two halves. In addition, children recognise numbers in play and discuss quantities. They further count the bubbles as they

blow them in the air. This ensures children are gaining an understanding of numbers.

- Children are developing their understanding of the world. For example, the childminder takes children to the local park to learn about nature. Furthermore, children learn to socialise with other diverse communities through the stay-and-play sessions they attend. As a result, children learn to value differences in other people and their environment.
- Children benefit from healthy and nutritious snacks. They help to prepare the snack table and talk about wiping the table to get rid of all the germs. Children select from oranges and bananas. The childminder encourages children to use their fine motor skills to peel their own fruit. She talks about tooth decay with the children. As a result, children are learning to make healthy choices.
- Parents report they are happy with the support and care the childminder provides. They say she has bonded well with their children. Parents explain the childminder has helped their children in their speech and language skills. They can see the progress their children have made. Parents say their children have become more sociable and confident at speaking in longer sentences. Partnerships with parents are effective.

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 knowledge with regards to the referral process for children with special educational needs and/or disabilities (SEND).

Setting details

Unique reference number	2678965
Local authority	Birmingham
Inspection number	10394597
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	2 to 3
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 2023 and provides funded early education for eligible children attending. She operates term time only from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Dal Malhi

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are 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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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 setting with the inspector.

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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