

Childminder report

Inspection date: 26 September 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 provides a good-quality environment and plays alongside children to increase their knowledge and extend their learning. For example, children show a keen interest in the fruits in the book. The childminder skilfully introduces concepts, such as colour and shape. She has high expectations of children as she explains new shapes, such as crescent. Children show high levels of engagement. The childminder uses daily story sessions extremely well to engage children in discussion. For example, children eagerly turn the pages and repeat words and phrases. She creatively uses children's interests to extend their development. For example, children use a hole punch, pipe cleaners and scissors to help increase their hand strength as they make necklaces from the leaves they have collected.

The childminder provides high-quality care and fosters warm relationships with children. Children thoroughly enjoy the childminder's company. The childminder provides plenty of opportunities for children to increase their independence and self-help skills. For example, children are given the time they need to put on their shoes and coats and are eager to help tidy up their toys. Children are happy and confident. The childminder places a clear focus on encouraging children to talk about how they are feeling.

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

- The highly qualified childminder takes full advantage of any training opportunities available, to help her continually update her knowledge to build on the curriculum provided. She incorporates rich opportunities for children to explore, test their ideas and to be creative. The childminder skilfully combines fun mathematics and literacy opportunities to help children make good progress.
- The childminder places a high focus on promoting children's communication and language development. For example, she uses a communication and language toolkit to screen each child's language development. Any children with communication and language delays are identified swiftly. She works closely with these parents to help close gaps in their language development. The childminder has good knowledge of how to support children with special educational needs and/or disabilities.
- Promoting children's literacy development and their love for books is incorporated well into the daily routine. For example, books are attractively displayed in the book area and linked to the topics being covered and children's interests. The childminder uses a variety of story aids to capture children's imagination and skilfully introduces early phonics during the daily circle time.
- The childminder prioritises promoting children's physical development. Children benefit from plenty of opportunities to be outdoors in the fresh air daily. They use a challenging range of large and small physical play equipment. The

childminder allows children to lead their play. Children thoroughly enjoy playing badminton and skilfully kicking balls. The childminder freshly prepares meals, which are healthy and nutritious, and teaches children about the benefits of eating a healthy diet. She works with parents to help teach children about the importance of limiting sugar and cleaning their teeth.

- Children's personal, social and emotional development is fostered well. The childminder provides a nurturing environment, where she focuses on children learning about gratitude, kindness and caring for others. Children behave well and benefit from a clear routine and enjoy learning.
- The childminder knows children well and has a clear overview of each child's development and progress. She identifies their next steps in learning and uses these during activities to help children make good progress. However, she does not yet regularly share children's assessment information with parents, to help keep them fully up to date about children's learning and progress. That said, parents report they are impressed by the progress their children make and the quality of experiences on offer.
- The childminder provides good first-hand opportunities for children to learn about the natural world, animals and life cycles. For example, children take regular walks at the local parks to learn about the changing seasons and visit the local farm. She helps children learn about their similarities and differences, such as the different cultural foods they eat and languages spoken at home. However, the childminder does not always fully consider how to build on children's wider understanding of different people and communities beyond their own experiences.

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:

- build on opportunities for children to learn about different people and communities beyond their own experiences further
- develop further the systems in place to keep parents consistently up to date about their children's progress and development.

Setting details

Unique reference number	2682292
Local authority	Birmingham
Inspection number	10363691
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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Birmingham. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 took into account the views of parents.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.

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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