

Childminder report

Inspection date: 8 October 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 focuses on creating a comforting atmosphere where children feel confident to investigate their environment. For example, children are given the freedom to explore the sand and water at their own leisure as they are gently guided to scoop it safely. The childminder clearly understands children's individual preferences and learning styles and incorporates them into her planning. For example, children show a keen interest in filling and emptying containers, and this is promoted through many of the activities provided. The childminder places a high priority on supporting children's communication, listening and attention skills. For example, a bucket filled with objects, such as a balloon, car and train, is used to gain children's attention and to help them talk and sing. The childminder is animated in her approach, and this inspires children to join in.

The childminder has high expectations of all children. For example, even the youngest children learn to blow and wipe their noses and put their tissues in the bin. Mealtimes are a social occasion as the childminder sits with children and talks to them, introducing new words such as 'flesh', 'juicy', 'peel' and 'energy'. Children delight in listening to songs, and giggle as the childminder uses finger and number rhymes throughout the day.

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

- The good outcomes are clearly attributed to the childminder's genuine commitment to supporting children's language development. She provides playful learning opportunities, and focuses on providing children with rich vocabulary during her interactions. She joyfully combines singing during activities and routine tasks, such as handwashing and nappy changing.
- The exciting educational programme consists of rich, first-hand experiences for children to engage with the natural world. Children attend forest school sessions twice weekly. They learn about the changing seasons through what they see, hear and touch outdoors. The childminder also runs stay-and-play sessions along with other childminders, offering rich learning experiences across all areas of learning.
- Prioritising children's physical development and health is a clear focus. For example, children spend their time outdoors being active during the forest school session, and have the use of a challenging range of physical resources in the garden. Children learn to use tools safely and work together as they carry logs. The childminder prepares freshly cooked meals, which are healthy and nutritious, and she works closely with parents to help them limit sugar in their children's diet.
- The childminder has extensive experience of working with children and young people with special educational needs and/or disabilities. For example, she

understands the importance of adapting activities and the environment to help provide an inclusive approach. However, the childminder does not provide rich opportunities for children to learn about disability and communities beyond their own experiences to increase their knowledge of diversity.

- The childminder helps children develop trusting relationships with her and is attentive to their needs. Despite their young ages, children show high levels of engagement and independence and thoroughly enjoy learning. There are clear routines and children cooperate well. The childminder teaches children to show empathy to others and talk about their feelings.
- The childminder uses a range of strategies to engage with parents to help her understand each child and develop a relationship with the family. She collates useful information about children's development when they first start, to help her identify any areas for further development. She works closely with parents and shares children's next steps in learning to help them support their children's learning at home. The childminders offer parents advice on issues such as behaviour management and potty training. Parents say they are impressed by the range of experiences and activities on offer.
- The childminder adopts a reflective approach and works with other childminders to offer support and guidance on how they can enrich their curriculum. She takes full advantage of any training opportunities available, and this helps her continually extend her practice.

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 the opportunities children have to learn about disability and communities beyond their own experience, to increase their understanding of diversity.

Setting details

Unique reference number	2683152
Local authority	Birmingham
Inspection number	10366215
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 2
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 2022. She lives in Birmingham. She operates all year round, Monday to Friday, from 7am to 7pm, except for family holidays and bank holidays. She provides overnight care and funded early education.

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 with the childminder and held discussions with her.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- 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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