

Childminder report

Inspection date: 30 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 places a strong focus on using opportunities in the local environment to provide children with a wide range of opportunities they may not have had before. This includes developing their understanding of the world with visits to various locations, including the beach, woodlands, streams and farms.

The childminder provides children with clear expectations for their behaviour. He offers them gentle reminders so they understand about the rules and boundaries, and about keeping themselves safe. For example, he teaches children not to run while carrying a pencil, to return their water beakers when they have used them and about keeping themselves safe during celebrations, such as bonfire night. Children behave well. Younger children understand simple instructions and follow these.

The childminder is kind and enhances children's play well. He is attentive towards the children during mealtimes and nappy changing routines. He uses this time well to further consolidate the bonds children have developed with him. Babies are happy and content. The older children enjoy involving him in their play and confidently share their ideas with him. The childminder listens attentively to what children say and values their contributions. He brings a sense of fun to their play.

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

- The childminder works closely with his co-childminder to reflect on their practice and make improvements to the service they provide. He is currently researching ways to enhance the food menu to reflect a wider range of tastes and flavours from around the world.
- The childminder engages in regular professional development and research to extend his practice further. Recent training helped him to further explore his knowledge and understanding of supporting children with special educational needs and/or disabilities (SEND).
- The childminder provides parents with regular updates about their child's achievements. He works closely with parents when children first attend the setting to identify their starting points. However, the childminder does not establish a comprehensive understanding of children's ongoing experiences and development at home. This means that, at times, he does not have all the information he needs to support his planning for children's learning.
- The childminder provides children with good enhancements to their play. For example, he comments on what babies are doing to help support their language development. He gathers lots of information about children's progress from his careful observations of their achievements. However, the childminder does not fully consider the different ways that children prefer to play and learn, especially

babies, to help engage them even further in their learning.

- The childminder develops targeted support plans to help children with SEND to make good progress. He plans his time carefully so children can receive valuable one-to-one interactions and enrichment experiences that successfully support their learning needs.
- The childminder supports children's communication and language development well. He makes good use of books to engage children in discussions and extend their vocabulary. Children eagerly access a range of resources and role play costumes that link to the characters and scenes from familiar stories. Older children sustain their interest well as they play with friends and pretend to be characters, such as a witch on a broom. They have good social skills, and the childminder encourages them to share and take turns.
- The childminder understands the importance of helping children to develop their emotional security. For example, when children first join the setting, he adapts the daily routines so they gradually build up the confidence to join in with play and activities in different social situations. The childminder recognises how to help children at different stages of their development to manage their feelings and behaviour. For example, he has developed a range of sensory resources that spark curiosity and also offer a calming distraction.
- The childminder understands the importance of helping children to develop their emotional security. For example, when children first join the setting, he adapts the daily routines so they gradually build up the confidence to join in with play and activities in different social situations. The childminder recognises how to help children at different stages of their development to manage their feelings and behaviour. For example, he has developed a range of sensory resources that spark curiosity and also offer a calming distraction when needed.
- The childminder supports children's health well and teaches good hygiene routines from an early age. He helps children learn how to brush their teeth.

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:

- find out more information from parents about children's achievements at home to further support planning and teaching
- adapt teaching to include the different ways that babies prefer to learn to engage them even further and build on their knowledge and skills.

Setting details

Unique reference number	2753924
Local authority	Birmingham
Inspection number	10349506
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	0 to 9
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Quinton area of Birmingham. He operates all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification in early years and works with a co-childminder. He provides funded education for children under two and two-, three- and four-year-old children.

Information about this inspection

Inspector
Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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