

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 values the use of books to support children to gain a deeper knowledge and understanding of the learning themes that she has planned for the them. The childminder makes good use of resources to help children make links with stories and extend their language. Children recreate scenes through role play and pretend to be the characters.

To deliver her curriculum, the childminder focuses on providing children with enrichment experiences they may not have had before. She plans a wide range of visits and makes good use of the local community to support children's understanding of the world. This includes learning about different locations, such as visits to the seaside, woodland and towns. This helps to capture children's interests and gain new experiences. She makes effective use of funding to meet the needs of individual children, including children with special educational needs and/or disabilities (SEND).

The childminder knows the children well and provides them with caring, friendly interactions. Children show they genuinely like spending time with her and greet her happily when she collects them from nursery. They confidently talk to her about their morning. The childminder provides children with clear boundaries so they understand what is expected of them, such as walking sensibly along the footpath and holding onto the buggy. Children behave well and show respect for adults and other children.

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

- The childminder is reflective about her practice. She reviews the service she provides with her co-childminder to identify further ways to improve the provision for children. The childminder considers the needs of the children to prioritise the professional development she wishes to engage in. Recent training helped her to extend her knowledge to further support language development and also her provision for working with children with SEND.
- The childminder understands the importance of partnership working with parents and other settings where children also attend to provide continuity in their learning. She works closely with other professionals involved in children's care to implement targeted support plans. The childminder provides parents with detailed information about children's progress. Parents are very pleased with the relationship their children have with the childminder and how they have grown in independence.
- The childminder has a strong knowledge of child development and uses this information to plan well for all children's learning. For example, she understands what might be hindering children's development in their communication and

language, and how to help them to close any gaps in their learning. Although the childminder makes thorough observations of children's progress, she does not use this information as well as possible to inform her planning and teaching. At times, she does not plan learning experiences that are designed to precisely build on what the children already know, understand and can do.

- The childminder understands how to help children develop a deep understanding of mathematical concepts. She plans opportunities to help children to understand the value of number, such as through grouping objects and linking these with the numeral. Children learn to compare the value of numbers and to order them.
- In addition to developing a love of books, the childminder supports children's wider early literacy skills. This includes learning to recognise their name and identifying the sounds they can hear in words, such as words that rhyme or have the same initial sound.
- The childminder considers a range of celebrations that children and their families will participate in during the year. She knows about children's home lives and their recent holidays to visit their families in other countries. The childminder identifies ways she can incorporate children's cultural backgrounds into their play and learning.
- The childminder supports children's independence well and helps them to celebrate their achievements. For example, children say 'I did it' when they recognise they have achieved a development milestone. They are well motivated to complete everyday tasks for themselves. The childminder helps children to understand the importance of making healthy choices, such as eating healthily and brushing their teeth carefully.
- The childminder identifies clear developmental stages to help children learn to manage their feelings and behaviour. She teaches children strategies to use to help them in situations, such as when a friend takes a toy from them. She helps them to voice their needs and wishes and ask politely for what they want. She sensitively helps children to explore their feelings associated with bereavement.

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:

- use information gathered from observations and assessment of children's learning to plan learning experiences that build further on their knowledge and skills and include their current interests.

Setting details

Unique reference number	2754549
Local authority	Birmingham
Inspection number	10367070
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	10
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. She operates all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and works with a co-childminder. She provides funded education places 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.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, 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.
- 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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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