

Childminder report

Inspection date: 7 November 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 calm and nurturing environment in which children feel safe and secure. Children build strong relationships with the childminder. The childminder has good routines and boundaries in place. Children are independent in their learning. They move around the room choosing what they wish to play with. Children are confident to express themselves and communicate their wants and needs. They receive lots of reassurance and encouragement, which helps to build their self-esteem. The childminder supports children to play sociably and take turns with resources and activities. Children happily play with each other and they show kindness to their friends.

The childminder treats children as individuals and values their different needs, interests and preferences. This is reflected in the broad curriculum that she offers. The childminder focuses on children's social and emotional well-being, as well as supporting them to be confident communicators. Children are helped to develop a love of books at an early age and enjoy having storybooks read to them regularly. Furthermore, children learn the importance of good oral hygiene through activities the childminder provides. The childminder consistently promotes good manners. She has high expectations for children's behaviour and sets clear boundaries for them to follow.

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

- The childminder is ambitious for every child to reach their full potential. She constantly liaises with her staff so that they understand each child's individual needs fully. The curriculum is flexible and the childminder adapts her teaching according to what interests children. Children demonstrate good levels of engagement.
- The childminder uses the settling-in process to get to know children's starting points in their development. She carries out regular observations and assessments and understands children's next steps in learning well. The childminder recognises gaps in children's learning and supports them to build the necessary skills.
- Children behave well. They are polite, well-mannered and considerate toward each other. The childminder and her assistants are good role models. They allow children to make choices and give them plenty of praise and encouragement. This supports children to develop their self-confidence. The childminder is keen for children to make the best possible progress. However, occasionally, she intervenes in activities that children have chosen too quickly, not allowing them enough time to develop their own thoughts and ideas.
- The childminder supports children to take care of themselves independently and learn good health habits. For example, children learn about putting on their

shoes to go outside. They also know the routine of washing their hands before mealtimes. The childminder provides healthy snacks and freshly prepared lunches.

- Children have regular opportunities to play outside and visit local toddler groups. This helps them to meet others and build their social skills. However, the childminder does not always use opportunities that arise naturally through play and routines to further develop children's mathematical understanding.
- The childminder provides good support for young children's language development. She talks to children about what they are doing during activities and introduces new words to help them build their understanding and vocabulary. Mealtimes are relaxed, social occasions. The childminder uses these times to sit with the children, and she models good listening skills. Children listen to each other and take turns to share their experiences.
- Partnerships with parents are strong. The childminder shares information with parents through written and verbal feedback to keep them informed about their children's progress. This helps parents to feel confident and involved in their child's learning journey.
- The childminder demonstrates commitment to her role and reflects on her practice. She liaises with other childcare providers to keep her knowledge of relevant issues in the local area up to date. The childminder and her staff attend mandatory training, including safeguarding and paediatric first aid. The childminder actively updates her knowledge of early years practice, ensuring that she continues to deliver a good standard of care and education for children.

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:

- ensure children have time to develop their own thoughts and ideas before directing their activity too closely
- strengthen opportunities for children to develop their understanding of early mathematics through their play and routines.

Setting details

Unique reference number	2760965
Local authority	Birmingham
Inspection number	10349673
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting used by children to understand how the early years provision is organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and her assistants and spoke to children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at a sample of relevant records and documentation. This included evidence about suitability and training.

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

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