

Childminder report

Inspection date: 4 December 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 identifies the importance of supporting children's emotional development and focuses on helping older children to develop the language to express their feelings. This helps children learn to manage their feelings and behaviour. Children learn to respect the rights of others and wait for what they want. For example, the childminder helps them to understand they cannot take equipment away from a friend and to use words to ask politely for a turn. The childminder is successful in helping children to be emotionally ready to learn and prepared for their move to nursery or school. She provides them with nurturing interactions and has an in-depth knowledge about each child which helps them to form strong connections with her.

The childminder supports children's sense of belonging well and plans the learning environment to enable this. She makes family books for each child so they can use these in their play and talk about their families. Children are enthusiastic about using their own book and explaining about their family members. The childminder helps children to recall and reflect on their learning over time. She provides learning journals so children can see how they have changed since they were babies and reflect on the experiences they have had with the childminder.

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

- The childminder is highly committed to her professional development and completes ongoing training to extend her knowledge and skills. She is currently part way through a five-year course about early years education. The childminder liaises with her local authority to reflect on her practice and identify further ways to improve the provision for children.
- Parent partnership working is effective. The childminder has plans to enhance the partnership working even further and is considering introducing home visits. She provides parents with valuable information about their child's development and encourages them to share children's achievements from home. Parents share how the childminder listens to them. They appreciate the support and guidance that she provides them with.
- The childminder has a secure understanding of child development. She closely monitors children's progress and identifies next steps for learning. She understands how to seek external support if children need additional help in meeting their development milestones. However, the childminder's curriculum does not precisely sequence the knowledge and skills that children need to gain to help support her further in her planning for their learning.
- The childminder provides children with effective interactions that help to enhance their learning. For example, while exploring with play dough, the childminder helps children to develop their understanding of colour. However, the

childminder does not recognise when she needs to adapt her teaching in response to children's emerging play ideas. This means there are times when children are not engaged as fully as possible in their learning.

- The childminder's provision for children's communication and language development is effective. She has successful systems to provide language intervention when children need additional support. This includes offering daily interventions and a range of games that support children's language skills. The childminder learns key words in children's home languages and seeks parents' guidance to better understand and support children's communication methods. Songs, rhymes and books are a regular feature of the childminder's daily teaching. She purposefully supports all children to progress well.
- The childminder provides children with a variety of opportunities to support their physical development. This includes developing their hand strength through a variety of activities, such as shaping play dough with their fingers and tools, threading and craft activities. The childminder uses her garden, local parks and soft play centres to support children's large muscle movements. She recognises the importance of helping children to gain the confidence to access more adventurous play equipment.
- The childminder weaves mathematical learning opportunities into children's play and they are developing a secure foundation in this aspect of their development. They learn to name shapes, compare sizes and understand quantity.
- The childminder helps children to develop their independence and sense of responsibility. Older children are motivated to help and enjoy handing out equipment to their friends at snack time. The childminder teaches children how to dress in their outdoor clothes and manage their personal care routines.
- The childminder provides children with clear boundaries and expectations for their behaviour. Children show respect for the childminder and each other. The childminder helps children to understand that some rules are in place to keep them safe, such as during outings regarding road safety.

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:

- refine the curriculum overview to identify a precise sequence of knowledge and skills for children to gain as they progress through their development milestones
- recognise when to adapt teaching and daily routines to build on children's spontaneous play interest to engage them even further.

Setting details

Unique reference number	2761080
Local authority	Birmingham
Inspection number	10349724
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. 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 approved early years qualification at level 3. She provides funded places for children from nine-months-old to 4 years.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- 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.
- 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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