

Childminder report

Inspection date: 25 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 educational programme is centred around children's interests and what they enjoy doing most and the learning environment is organised with children's needs in mind. The childminder supports children well to learn through their play. For example, children engage in imaginative play in the role-play area and the childminder skilfully includes mathematical concepts and encourages children to consider patterns. Younger children show a keen interest in the farm, and they delight in making the animals sounds as they are prompted by the childminder.

The childminder places a high priority on promoting children's well-being and supporting them to work together and be kind to one another. For example, children share the magic mark-making mat as they use water to reveal the colours they create. They have close relationships with one another and feel safe in the childminder's care. The clear routine helps children take responsibility. For example, children are eager to tidy up in readiness for the story session and sing along to the tidy-up song. The childminder is animated in her approach and children are eager to turn the pages of the book, recall familiar phrases and copy actions. Singing sessions are equally as popular with children. They show high levels of engagement as they choose their favourite actions songs and rhymes.

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

- The rich learning environment and daily routine offers children joyful learning experiences to inspire them to learn. The childminder creatively incorporates the changing seasons, children's interests and their home experiences into the curriculum provided. For example, the children's interest in the refuse bin lorry has led to children learning about recycling, transport, and road safety. The childminder uses children's first-hand experiences, such as camping holidays to help them learn and problem solve as they make their own dens using blankets.
- Strong partnerships with parents lead to good outcomes for children. The childminder constantly consults with parents about their children's experiences at home, achievements and interests and incorporates them into the daily planning to motivate children to learn. Parents report they are highly impressed by the nurturing and stimulating environment provided and the progress their children make.
- The childminder places a high focus on developing children's communication and language development. The routine is devised around children having plenty of opportunities for them to talk, sing and look at books. The childminder introduces a rich range of vocabulary during her interactions and asks children questions to make them think. Children thoroughly enjoy these discussions and even the youngest children enjoy repeating words and making sounds as they play.

- The childminder knows the unique personalities of each child and forms strong bonds with them. She carries out a detailed baseline assessment when children first start and parents are fully included in this process. This helps her swiftly identify any areas for development and she works closely with parents, sharing children's next steps in learning to help them progress. She has good knowledge of how to support children with special educational needs and/or disabilities.
- The childminder completes observations of what children enjoy and what they know and can do. She uses this information to help plan motivating learning experiences. Children thoroughly enjoy playing and learning. However, during adult-led activities the childminder does not always diligently plan for the mixed-age group of children taking part. Consequently, on these occasions the youngest children do not fully participate and get the very most from the experience on offer.
- Any assistants employed benefit from supervision sessions to ensure their training and knowledge is up to date. The childminder is clearly driven and enthusiastic about children's learning and makes effective use of training opportunities to increase her knowledge. For example, the childminder has completed a number of safeguarding courses and training on child development to help extend her practice. However, she does not consistently monitor the educational programmes to help her identify further areas for development. For example, she does not plan a rich range of age-appropriate experiences for children to learn about communities beyond their own experience.

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:

- plan robustly for adult-led activities, so that the youngest children can fully participate and get the most from the experiences on offer
- provide age-appropriate opportunities for children to learn about communities beyond their own experiences.

Setting details

Unique reference number	2769071
Local authority	Birmingham
Inspection number	10349699
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Birmingham. She operates all year round from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children. She occasionally works with an assistant.

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