

Childminder report

Inspection date:

19 May 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder and her assistants do not use effective or appropriate strategies to manage the behaviours of very young children. Therefore, the youngest children at the setting do not learn how to regulate their feelings and emotions. Older children behave well and respond positively to instructions given by the childminder and her assistants. They are encouraged to use kind words and 'gentle hands' and to treat each other with respect. Children are happy to attend this setting. They are greeted with affection and attention by the childminder and her assistants as they arrive. Children feel safe and secure as they confidently wave off their parents and hang up their coats. The childminder and her assistants talk knowledgeably with children about their families and home life.

Children are eager and excited to explore the exciting and engaging activities that are planned for them. They have fun and enjoy their learning. For example, they use small toys to role play real-life experiences, such as going on holiday and building sandcastles. The childminder and her assistants actively engage with children during activities. They read stories, sing songs, play games and share new vocabulary with children, such as 'rock pools' and 'coral'. These interactions support children's language and communication development effectively. Children enjoy playing outside in the large, well-equipped garden area. They develop important physical skills as they run, climb and carefully manoeuvre obstacles while riding bicycles.

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

- The childminder does not consistently use appropriate ways to manage younger children's behaviour. At times, the childminder and her assistants put younger children into a highchair to prevent them from accessing others and disrupting their play. This does not teach young children how to learn to regulate their own emotions or develop their social skills. Furthermore, the childminder does not keep a record of when these strategies have been implemented, in line with the requirements of the early years foundation stage.
- The childminder and her assistants know children very well. They obtain important information about what children know, understand and can do before they start at the setting. They then plan a curriculum based on seasonal topics that engage children and reflect their personal interests. Children make good progress because the childminder plans learning opportunities and activities that build on children's prior learning and development.
- The childminder and her assistants understand the impact that the COVID-19 pandemic has had on children's learning and development. They identified that children's social interactions and self-confidence were impacted on during the pandemic. In response, the childminder planned lots of opportunities for children

to go on local trips, play games and interact with each other, to help build their social skills.

- The childminder teaches children about healthy lifestyles. She provides snacks of healthy fruit and vegetables and talks to children about foods that are good for them. Children enjoy healthy, home-cooked meals, such as cottage pie and pasta dishes. Children learn about good oral hygiene, and they have lots of opportunity to play and learn outside. This helps to keep children healthy and develops important physical skills.
- Children learn about the wider community when they go on trips, such as pumpkin picking and visiting local parks, garden centres and shops. Children recall and talk excitedly about the time they all went on a train ride and had lunch at a restaurant.
- Partnerships with parents are strong. Parents talk favourably about the childminder and her assistants. They report that they are regularly updated about their children's development and progress, and they know how they can continue to support their children's learning at home. However, the childminder and her assistants do not share appropriate strategies with parents to support the behaviour development of younger children and promote consistency between home and the setting.
- The assistants feel that they are supported well by the childminder. They attend regular team meetings, where they discuss the progress and development of individual children. The childminder provides them with coaching and safeguarding updates that support them in their roles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge of the signs and symptoms that indicate a child may be at risk of harm or abuse. They understand the procedures they must follow to report any concerns. In the event an allegation is made against herself or her assistants, the childminder knows the procedures she must follow to report these concerns. The childminder routinely checks the indoor and outdoor learning environments to ensure that they are safe and fit for purpose. The childminder and her assistants attend safeguarding training to keep their safeguarding knowledge and understanding up to date. The childminder implements her policies and procedures effectively to help ensure the safety and welfare of children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement effective strategies to manage and support the behaviour of younger children	22/06/2023
record occasions where physical intervention is used in line with requirements of the early years foundation stage.	01/06/2023

To further improve the quality of the early years provision, the provider should:

- share behaviour management strategies with parents to help develop consistency between home and the setting.

Setting details

Unique reference number	504672
Local authority	Birmingham
Inspection number	10285507
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 4
Total number of places	18
Number of children on roll	23
Date of previous inspection	9 October 2017

Information about this early years setting

The childminder registered in 1984 and lives in Selly Oak, Birmingham. She works with assistants and holds a childcare qualification at level 3. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector and the childminder jointly observed a planned activity.
- The inspector spoke to parents during the inspection.
- The inspector spoke with the childminder and her assistants during the inspection.
- The inspector looked at documentation and held a discussion with the childminder.
- The inspector viewed the premises with the childminder.

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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