

Childminder report

Inspection date: 21 March 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a secure and safe environment for children in her care. Promoting children's well-being is at the heart of her practice. She prioritises supporting children to feel emotionally secure and prepares them well for their move to nursery. The childminder helps children to develop their confidence and to form trusting relationships. This helps them to explore their environment with ease. Children enjoy learning and show high levels of engagement during a range of activities. The childminder carefully plans exciting opportunities to build on children's interest in the natural environment to enhance their learning. For example, children are intrigued by the visual aids used during story sessions and are inspired to go on and plant their own beans in the garden.

All children make good progress in their learning and receive the support they need to achieve. The childminder skilfully uses the daily routine to help promote children's language and mathematical development to help extend their learning. For example, children recognise the colour and shape of the fruits they eat during snack time and enjoy identifying their body parts. The childminder places a strong focus on giving children rich first-hand experiences and makes these experiences fun. For example, children regularly visit local nature reserves, parks and places of interest and worship. This helps to build on children's prior knowledge and experiences.

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

- Good progress has been made since the last inspection in relation to implementing effective strategies to manage and support children's behaviour. The childminder and her assistants tune in to children's signals and respond sensitively to help children manage their feelings. The childminder develops a regular pattern of activities and this helps to create a routine. Children are extremely confident in this environment. For example, all children, including the youngest, wash their hands independently, sit at the table for meals and eagerly get ready for sleep.
- The rich learning environment, both indoors and outdoors, makes a significant contribution to children's development and learning. The childminder creatively incorporates the natural environment into the educational programme to help inspire children to learn. For example, children learn about the changes in seasons, new life and decay. A broad range of books are used well to support children to develop and consolidate new knowledge across all areas of their learning.
- The highly committed childminder makes good use of training opportunities to continuously increase her knowledge and develop her practice. She works alongside her assistants and together they evaluate activities to help enhance

what they offer. However, the childminder does not identify precisely with each assistant how they can further develop their teaching to the highest level and help children make rapid progress.

- The childminder observes children daily and completes assessments of their progress. She shares this information with parents regularly to help them to build on their children's learning at home. Parents report that the childminder recognises the uniqueness of each child and is extremely sensitive to children's individual needs. Parents are impressed by the educational programmes and the commitment the childminder shows to building a strong attachment with their children.
- Promoting children's communication and language skills is a clear priority. The childminder and her assistants model language during their interactions. They give children age-appropriate explanations and help them explore their ideas and extend their vocabulary. Children begin to enjoy conversations, and most are eager to speak. However, on occasions, the childminder and her assistants do not create opportunities for quieter children to speak during group discussions.
- The childminder provides healthy and nutritious meals, which are freshly prepared to promote their good health. Children have plenty of opportunities to be outdoors in the fresh air and competently use a challenging range of physical play equipment.
- The childminder provides an inclusive environment and has good knowledge of how to support children with special educational needs and/or disabilities. She provides rich age-appropriate opportunities for children to learn about communities different to their own experiences. For example, children visited the local Chinese supermarket and were fascinated by the crabs, lobsters and smells.

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:

- increase opportunities for children who are not as vocal to speak during group activities to help further increase their confidence and communication skills
- build on the support systems in place to help each assistant identify very precisely how they can raise the quality of their teaching to the highest level.

Setting details

Unique reference number	504672
Local authority	Birmingham
Inspection number	10298664
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 11
Total number of places	18
Number of children on roll	24
Date of previous inspection	19 May 2023

Information about this early years setting

The childminder registered in 1984 and lives in Selly Oak, Birmingham. She works with assistants and holds an early years qualification at level 3. One of the assistants also holds an early years qualification at level 3. The childminder 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 three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- 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 looked at relevant documentation and evidence of the suitability of adults working on the premises and living in the household.
- The inspector carried out a joint observation and held discussions with the childminder.
- 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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