

Childminder report

Inspection date:

27 February 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

The childminder is not ambitious enough for all children, and the learning environment is not organised as well as possible due to clutter. That said, children generally enjoy their time with the childminder. This is because some resources are available for them to play with and the childminder does provide a few additional activities for them to access. For example, children have some opportunities to enjoy sensory exploration, including playing with pasta and playdough. They freely use spoons and rolling pins, which incidentally builds on their fine motor muscles in their hands and arms. However, the childminder does not fully understand how to promote children's learning through the most effective planning. As a result, overall, children do not progress as well as possible in their development.

That said, the childminder knows children well and develops positive relationships with those in her care. Children seek the childminder out for comfort and reassurance as needed. They are generally happy and content attending. Children are well cared for by the childminder. The childminder promotes positive behaviour expectations in her home. She celebrates diversity and is passionate about helping children to learn to be respectful and tolerant of each other and people in the wider world. This helps children to begin to develop positive social skills ahead of moving on to school.

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

- The childminder routinely observes children and makes accurate assessments of their progress. However, she does not make the most effective use of what she knows to provide targeted support to promote children's learning. This is because she does not fully consider children's individual interests and ages and stages of development when planning activities. As a result, children are not highly motivated to engage in purposeful play and learning.
- The childminder does provide activities that promote children's communication, language and literacy skills. For example, the childminder spends some time talking to children and narrating activities. Children also enjoy song time and reading stories in the setting.
- Overall, while the premises are safe, the learning environment is cluttered. Resources that children can play with are not easily accessible and often they get scattered all over the floor. This has a negative impact on the play choices children can make and their opportunities to explore.
- The childminder promotes children's good health and physical well-being. She provides children with healthy snacks and meals. The childminder routinely provides access to fresh air by taking children out and about locally. She also encourages children to brush their teeth when appropriate during the day.
- The childminder's home is secure and clean. The childminder's safeguarding

knowledge is secure and she understands her responsibility to work well with safeguarding professionals. Following recent Ofsted involvement, she has enhanced her knowledge of what must be notified to Ofsted and she understands how to manage complaints.

- The childminder is not reflective enough about the quality of education she offers and her own teaching practice. On occasions, the childminder's interactions with children are variable. For example, sometimes she spends too much time sitting back or standing over children in a supervisory role rather than actively engaging with them. The childminder's professional development is overly focused on safeguarding and the well-being of children rather than teaching and learning.
- The childminder prioritises building positive relationships with parents when children start, and maintains these throughout their time in the provision. Parents speak highly of the childminder and comment that they view the childminder as an extension of their family.
- The childminder does not work as effectively as possible with other provisions children attend alongside her own. She does not always share enough two-way information about children's learning with other providers when required. This does not help to ensure a joined-up and collaborative approach to supporting children's education.

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

	Due date
review the planning and provide more targeted activities for children based on their interests and stage of development to support every child to make at least good progress	21/04/2025
improve the organisation of the environment to better meet children's needs and offer all children opportunities to make their own play choices and fully explore.	21/04/2025

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

- enhance professional development and focus more sharply on building on the quality of teaching within the provision
- share more two-way information about children's learning with other provisions they attend alongside the setting.

Setting details

Unique reference number	504717
Local authority	Birmingham
Inspection number	10389931
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	0 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 October 2023

Information about this early years setting

The childminder registered in 1993 and she lives in Kings Norton, Birmingham. The childminder holds an appropriate early years qualifications at level 3. She operates all year around. Sessions are available Monday to Friday from 7am until 6.30pm. The childminder provides funded early education for two-, three- and four-year-old children. She works alongside a co-childminder.

Information about this inspection

Inspector
Josephine Heath

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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