

Childminder report

Inspection date: 27 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is very affectionate and positive towards the children. Children are confident and relaxed in the childminder's setting. Children access the outdoor space and delight in planting seeds in the garden. This helps them to understand more about the world around them and the life cycle of how things grow. Children enjoy regular outings into the local community. For example, they visit the library for rhythm-time sessions. This gives children opportunities to practise their listening and speaking skills.

Children show positive attitudes to learning. They become immersed in an activity using sensory rice, concentrating for a sustained period of time as they develop their physical and sensory skills. The childminder encourages children to listen to the sound made by the coloured rice as it falls. Children get excited as they find numbers hidden in the rice and all count together. The childminder introduces the words 'big' and 'small' as children take pleasure in using their small muscle skills to scoop the rice with spoons and fill different-sized containers. They gain the skills and understanding they need for their future learning.

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

- The childminder puts children at the forefront of everything she does. She implements a curriculum that helps children become 'school-ready' and to make progress, while also helping support them to become healthy and happy individuals who are well prepared for the future.
- The childminder skilfully collects information from parents about what children know and can do when they first start. The childminder takes their interests into account and feeds this into her planning of activities and experiences.
- Partnerships with parents are extremely effective. Parents feel well informed about their child's progress and the childminder supports the children, as well as their families. Parents are encouraged to share 'wow' moments with the childminder, which allows them to celebrate children's achievements together.
- The childminder regularly observes children during play. She uses information from observations to assess children's learning and move them on to their next stage in learning when they are ready for more challenge.
- The childminder asks purposeful questions to extend children's learning. She talks through her actions and introduces new words, such as 'mix' and 'dig', and uses these repeatedly. Children then use these new words in their play. However, occasionally, the childminder asks too many questions in quick succession and this does not help to provide children with the time they need to think and form their responses to her.
- Children have opportunities to practise their counting with support from the childminder. For instance, the childminder models counting baby chicks slowly

and then children copy, building on their mathematical development.

- The childminder places a strong emphasis on developing children's early communication and language skills. Children beam with enthusiasm when independently choosing a song card from the bag and recall all the words to their favourite nursery rhymes. Children are encouraged to listen as the childminder sprinkles coloured rice onto a tray, saying, 'it sounds like rain'.
- Children are able to explore a limited range of technology resources, for instance, they turn knobs and push buttons. However, the childminder has not yet considered how to move children on to their next stage in learning in this area.
- Children are provided with resources which promote their understanding of a healthy lifestyle. For example, cards that help them to think about healthy and less-healthy foods. Young children are supported to wash their hands before mealtimes and are encouraged to independently wipe their own faces.
- Children delight in using the mirrors displayed on the wall. They point to the tooth that matches the one in the picture above and discuss how to properly brush their teeth, encouraging good oral health.
- The childminder is extremely mindful about children's mental well-being. Children benefit from seeing a chart about their emotions. The childminder uses this to help children express how they feel and begin to learn about their emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility in the event of a safeguarding and child protection concern. She knows the correct procedure to follow if an allegation is made against another person in a position of trust. She understands her duty to inform the local safeguarding partners to address these concerns. She recognises signs and symptoms where children may display extreme views or behaviours and how to report concerns. The childminder regularly checks her environment and considers possible hazards to children's safety before going on outings or to the local park.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills, to provide children with the time to develop their own responses to questions asked
- provide further opportunities for all children to use a range of technological resources to support their future learning.

Setting details

Unique reference number	EY103111
Local authority	Birmingham
Inspection number	10276385
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2002 and lives in Quinton, Birmingham. She operates Monday to Friday, from 7am to 6pm, during school term time only. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Deborah Croft

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023