

Childminder report

Inspection date: 2 September 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 aims to provide children with a home-from-home learning environment to help them to feel at ease in her care and form close bonds. Children settle quickly and form strong attachments with the childminder. They tell the childminder how they missed her over the summer holidays. The childminder gently establishes high expectations for children's behaviour and helps them to understand the reasons for the rules, such as to keep them safe.

The childminder has developed an ambitious curriculum that helps all children to progress well. She uses her home and a wide variety of places in the local community to engage children in their learning. For example, the childminder incorporates play sessions with other children at local playgroups to support their social skills and confidence. She uses the local woodlands and parks to promote children's understanding of the world and their physical development. The childminder identifies how she can best use these opportunities to support children's individual learning needs.

The childminder makes good use of children's interests to plan for their learning. She provides them with regular praise and encouragement for their achievements. This helps to promote children's positive attitudes to learning and motivates them. For example, two-year-old children are eager to progress with their toilet training. They enjoy receiving stickers for concentrating on an adult-led task and engage well in their self-chosen play. All children make good progress.

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

- The childminder has taken positive action to make improvements to her practice since her last inspection. This includes liaising with her local authority and completing a wide range of training. Recent training helped her to secure her understanding of the early years foundation stage. The childminder recognises the importance of continuing her professional development so her knowledge and practice remains up-to-date.
- Overall, the childminder makes good use of her observations of children's achievements to inform her teaching. She gains useful information about what individual children know, understand and can do. However, the childminder does not fully prioritise on all the key development areas for the younger children. At times, she places too great an emphasis on mathematics over some other key areas of learning.
- The childminder keeps parents informed about the progress that children are making. She exchanges information with them to support children's continued learning at home and at the setting. Parents trust the childminder and explain how their children have progressed very well in her care. However, the

childminder does not make the best use of her meeting with parents before children begin attending to establish a comprehensive understanding of their achievements ready for when they start.

- The childminder understands the importance of using the two-year-old progress checks to share information with parents and other professionals about children's achievements. She knows how to seek further support for children, such as through health visitors, doctors and the local authority when children need more specialised support.
- The childminder's curriculum for children's communication and language is well developed and ensures that children progress well. She focuses on helping children to learn new words and experiment with a variety of sounds as they play. The childminder helps older children to speak in grammatically correct sentences, such as using the correct words when speaking in the past tense. Children express their needs and wishes clearly. They engage well in conversations with the childminder.
- The childminder understands how to help children to learn how to manage their feelings and behaviour that is relevant to their age and stage of development. For example, she helps younger children learn to share and take turns. For older children, she helps them to focus on understanding their feelings and how their actions affect other children. Two-year-old children are confident to interact with other children. They devise their own games and laugh together. They learn to recognise right from wrong and tell the childminder if they are unhappy about how other children play with them.
- The childminder promotes children's health well and helps them learn about making healthy choices. The childminder's daily routines are embedded and understood by children. For example, they know they wash their hands before eating and say how this is to wash away the germs. The childminder teaches children about the importance of brushing their teeth regularly. She provides children with nutritious snacks, meals and water is always available.

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:

- give greater priority to the key areas of learning as part of the observation and assessment process to inform teaching
- work even closer with parents when children first start to gain a comprehensive understanding of their starting points.

Setting details

Unique reference number	EY221459
Local authority	Birmingham
Inspection number	10313661
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	8
Date of previous inspection	21 September 2023

Information about this early years setting

The childminder registered in 2002 and lives in the Rednal area of Birmingham. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Anne Dyoss

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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