

Childminder report

Inspection date:

28 September 2022

Overall effectiveness	Good
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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

Children have warm and affectionate bonds with the kind and caring childminder. The childminder has created a calm environment, and the children are happy and relaxed in her care. The childminder supports younger children who are learning to manage their personal care needs, and older children confidently manage their own self-care. Children behave well and show a good understanding of the rules and boundaries. They listen well to instructions.

Children independently explore the toys and activities provided. They enjoy playing with the dolls and pushchairs. The childminder promotes communication and language skills well. Children engage in meaningful conversations with the childminder and each other. They have access to a range of books and pick their favourites for the childminder to read. Children enjoy art activities and choose the materials they want to use, such as pens, glue and stickers. Children attend local play groups with the childminder, and they talk fondly about visiting a nearby farm. Children enjoy looking at their own memory books that the childminder has prepared for them. They talk about the photographs and the experiences they have had.

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

- The childminder demonstrates a good understanding of how to support children's learning and progress. She has systems in place to identify and recognise children's achievements; for example, when they put on their own shoes and coats unsupported. The childminder talks to the children about moods and feelings, which helps extend their vocabulary as they hear new words to use in their conversations.
- Children have access to a wide range of books, jigsaws and small-world toys. They sit near the childminder at story time and talk about the books they are reading. The childminder talks to the children about what is happening and how this relates to real life.
- Partnerships with parents are good. When children start, the childminder gathers a range of information to develop an understanding of children's individual care needs. Parents say the childminder has a strong bond with their children and state that they feel well informed about their children's learning and development. Parents also comment that the childminder has offered additional support above and beyond their expectations.
- The childminder attends local play groups on a weekly basis. As a result, children develop strong personal and social skills, and they enjoy spending time with other children.
- The childminder makes the most of spontaneous opportunities to support children's mathematical knowledge and skills. Children are encouraged to count

throughout the day. All children demonstrate that they know the various colours and can use language like bigger and smaller.

- The childminder is knowledgeable about the children's interests. She listens to the children and aims to acquire resources to support these interests. These items of interest, such as boats and cars, are then integrated into activities.
- Children are provided with healthy meals. When preparing meals, the childminder talks to the children about the foods and offers choices. Children have access to a large outdoor space and play outside daily. The outdoor area is well resourced. For example, the childminder provides balls and bikes to support children's physical development. The childminder has resourced this space well, and children enjoy their time exercising outdoors and getting fresh air.
- Children are confident talkers. They talk about what makes them happy, such as playing with the big cars in the garden or dressing the dolls and taking them for walks in their pushchairs.
- Children have fun during art activities. The childminder provides a range of resources to facilitate some activities. This includes some pre-cut shapes. However, her focus on the end product does not help to teach children new and varied skills. For example, some children could benefit from further extension, such as practising using scissors and using their own imaginations to prepare the shapes.
- The childminder knows each child well and can talk about the progress they have made. However, she does not always focus sharply on what children need to learn next when planning experiences, so that they make even more rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is strong in her knowledge of safeguarding and child protection procedures. She can clearly identify signs and symptoms that may indicate that a child is at risk of harm. The childminder knows the procedure to follow and professionals to contact if she has concerns about a child. The childminder ensures her first-aid qualification is kept up to date. The childminder makes regular checks to ensure that her home is safe and secure. The childminder has good systems in place to record any accidents and shares this information with parents. The childminder talks to the children about how to keep themselves safe.

What does the setting need to do to improve?

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

- make more effective use of activities to provide children with opportunities to learn new skills and extend their abilities
- sharpen the focus of planned experiences on what children need to learn next so

that they make even more rapid progress.

Setting details

Unique reference number	EY221895
Local authority	Birmingham
Inspection number	10234642
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 2002 and lives in Northfield, Birmingham. The childminder operates all year round, from 8am to 4.30pm, Tuesday, Wednesday and Thursday and every other Monday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Beard

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 setting.
- The inspector viewed all areas of the premises, both indoors and outdoors.
- The inspector observed and discussed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living in the household.
- The inspector took account of the views of parents through the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to understand how the early years provision and the curriculum are organised.

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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