

Childminder report

Inspection date: 17 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have warm, happy relationships with the childminder. They demonstrate that they feel safe and secure in her care. For example, they approach visitors with confidence to show them what they are playing with and invite them and the childminder into their play. The childminder has high expectations for children's behaviour. She implements age-appropriate behaviour strategies, which help children to learn right from wrong. Children quickly learn to follow instructions and their behaviour is good. All children make good progress.

Children regularly go out into the local community, visiting interesting places, such as woodlands, parks, nature and play centres. These experiences are particularly beneficial for children who did not get to socialise in large groups or visit different places during the COVID-19 pandemic. This helps children become familiar with the local community and helps them build wider relationships with others and learn about their community. Children have opportunities to learn about different festivals and discuss similarities and differences. These experiences help prepare children for a life in modern Britain and to build their understanding of other cultures and the world around them.

Children have good opportunities to develop their independence. For instance, young children learn how to wipe their own hands and faces before and after lunch. They are supported to hang up their own coats on arrival and access their own drinks throughout the day. This promotes their self-esteem and confidence.

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

- The childminder interacts well with the children, sitting at their level and modelling play. Children are eager to engage and motivated to learn. Toddlers are developing their sensory experiences and fine motor skills. For example, they explore the sensory tray, using tweezers to collect insects hidden underneath the spider's web the childminder has created. Older children engage in mark-making activities with high levels of concentration and experiment with a selection of different writing tools, such as felt-tip pens, crayons, and coloured pencils.
- The childminder is experienced and knows about child development. She is very tuned in to children and knows them well. Overall, she provides a range of stimulating activities and experiences for children with clear intentions of how to support their future learning. For example, she provides them with opportunities for matching, sorting, colour recognition and counting. However, occasionally the playroom becomes scattered with toys. While children do not hurt themselves, this sometimes means they have limited space to play and explore.
- Parents are incredibly pleased with the progress their children make while in the

childminder's care and say that their children love attending. The childminder expertly shares their children's progress and next steps with them. This means parents can continue to support their children to make progress at home. The childminder has established strong links with teachers at the local primary school and pre-school that children also attend.

- Children enjoy growing plants and fruits in the childminder's garden. They learn about nature as they watch them grow and tend to them with the childminder. They visit the local garden centre and choose which herbs they would like to grow next. For example, they have grown a curry plant, sage, and rosemary. Older children carefully pick herbs and learn how they can use them in their 'cooking'. Younger children confidently explore the smell and taste of the herbs.
- The childminder supports children's communication and language development. Children make good progress with their communication skills. The childminder enhances their language knowledge well as she enthusiastically reads books and sings songs with children. However, background noise can sometimes affect children's ability to listen and concentrate.
- The childminder completes training to maintain her skills and knowledge, to work effectively with children. She engages actively with many groups and sources training based on the needs of children she cares for. For example, she has enrolled on training to support her already good knowledge and understanding of how to support children with special educational needs and/or disabilities. She provides sufficient support to her assistants to ensure children receive high-quality care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed understanding of potential safeguarding concerns. She can clearly identify the signs and symptoms of abuse and understands a wide range of safeguarding aspects, such as the 'Prevent' duty, female genital mutilation and county lines. The childminder knows how to report any concerns she may have about a child's welfare. She also knows what steps to take if an allegation was made about her, her assistants, or a member of her family. The childminder completes thorough risk assessments, including teaching children how to be respectful and play safely around the family's friendly dog.

What does the setting need to do to improve?

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

- consider the impact of background noise, such as music, on children's listening and attention skills
- ensure that play spaces do not become cluttered, to help children to choose and explore more freely.

Setting details

Unique reference number	EY222164
Local authority	Birmingham
Inspection number	10234644
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	23 January 2017

Information about this early years setting

The childminder registered in 2002 and lives in Birmingham. The childminder, sometimes, works with two assistants. She operates all year round from 7am to 17.30pm, Monday to Thursday. Then 7am to 8.45 and 15.15 to 17.30 Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Beverley Devlin

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 her evaluation of the provider.
- The inspector conducted a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed with the childminder the impact that this has on children's learning and personal development.
- The inspector sampled a range of documentation, including the paediatric first-aid certificate and public liability insurance.
- The views of parents were considered through written feedback.

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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