

Childminder report

Inspection date: 22 June 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally settled, happy and content in this setting. Their individual needs are prioritised and unique characteristics are celebrated. They show delight and interest in the wide range of activities and experiences on offer to them. Children develop strong friendships, and they spend prolonged periods of time engaged successfully in cooperative play. For example, children lead a game of hide and seek in the garden by communicating the rules to each other. They extend this by making sure they include younger children and encouraging them to find a good hiding place.

Children benefit greatly from fresh air and outdoor learning. They access toys, equipment and resources independently in the learning environment which offers a huge range of high-quality experiences. Children are extremely well supported and enabled to discover and learn about the natural world. For example, children are inquisitive and they delight in learning about a frog that has appeared in the garden. The childminding assistant teaches children about the habitat and eating habits of the frog. Children's learning is further enhanced as they express their ideas. For example, they suggest that 'the frog is going to hide in the weeds' and that owls and foxes might want to come and eat it.

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

- The childminder and her assistants have developed an ambitious and creative curriculum to meet the needs of children in their care. Priority is given to children's independence skills, their self-esteem and confidence and their relationships with others. This forms a strong basis for excellent learning opportunities and enriches opportunities to help children make clear and rapid progress.
- The childminder and her assistant never miss an opportunity to support the communication and language acquisition of the children in their care. They actively listen and tune in thoughtfully to the children's verbal and non-verbal cues. The adults know the children extremely well and are exceptionally responsive to their unique needs. For example, the adults have followed a child's lead in developing an effective system for making choices.
- Children's thoughts and opinions are highly valued and used to enhance the service on offer. There are many opportunities for them to get involved in purposeful decision-making. Children are really eager to share their ideas about where some new posters should be displayed. They are also in charge of filling the bird feeders and then placing them around the outdoor learning space.
- Children demonstrate superb levels of curiosity, focus and involvement in their own learning. They independently choose materials and resources and utilise them with confidence in their play. For example, during pizza making, children

develop their small-muscle skills and make decisions about which tools to use for chopping, mixing and spreading. They also confidently select their toppings to decorate individual pizzas. Children demonstrate motivation and pay huge attention to detail during this learning experience.

- Children's self-care is exceptional. They wash their hands with extreme competence and a clear understanding of why this is important. Children communicate that only grown-ups are allowed to put their hands under the running water in case it's hot, and know to wait until the water is in the bowl. Care routines are respectful and successfully promote self-awareness. Children are actively involved in hygiene routines and preparation of food. They enjoy cleaning the surfaces and then clearing away after their lunch.
- The childminder and her assistants work successfully to provide an exceptionally high-quality service to children and their families. The childminder communicates thoroughly with assistants to ensure children's learning needs are prioritised. They work together exceptionally well, forming a strong team. Roles are clearly defined, ensuring that strengths within the team are maximised.
- Parents are, without exception, delighted with the service that they and their children receive. They comment on the compassionate and warm relationships. They are extremely happy with the way they are involved in children's learning and how progress information is shared. They also comment on the range of 'amazing experiences' children have when they are out and about with the childminder and her assistants

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have an exceptional working knowledge of safeguarding. Highly effective policies inform excellent practice. The childminder and her assistants demonstrate an impressive commitment and dedication to protecting children from harm. They are extremely clear about their roles and responsibilities and are proactive in updating their knowledge through regular attendance at training. The culture of safety across the provision is superb. Children are involved in assessing risk and taking responsibility for their own safety. Highly efficient record-keeping ensures that recording and reporting are meticulous and systematic.

Setting details

Unique reference number	EY232909
Local authority	Birmingham
Inspection number	10116030
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	9 January 2015

Information about this early years setting

The childminder was registered in 2002 on the early years register and on both the voluntary and compulsory parts of the childcare register. She lives with her husband, who also works as her assistant and two adult children in the Hall Green area of Birmingham. The whole of the ground floor of the house is used for childminding. There is an enclosed rear garden and a large log cabin available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools. The childminder operates from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a member of the professional association for early years.

Information about this inspection

Inspector

Lisa Gadsby

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- 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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