

Childminder report

Inspection date: 5 April 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	Met
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What is it like to attend this early years setting?

The provision is good

Children benefit from a warm and welcoming arrival. The childminder greets them in a friendly tone. Children are content in their environment. They explore age-appropriate resources, which support their next steps for learning. The childminder introduces children to new experiences, which they feel safe and happy to explore. For example, babies engage in a sensory activity. They investigate an array of foods, such as jelly, noodles, rice pudding, carrots and custard. Babies test out their ideas while they poke the jelly gently and slowly. They develop confidence in their surroundings before they fully submerge their whole hand. Children are secure in their personal and emotional development. They receive time to practise skills. The childminder introduces activities slowly and sensitively for babies who are reluctant to engage in sensory play. Children are confident to express their likes and dislikes. Children's behaviour is good.

Children attend playgroup sessions. They engage in social experiences while they interact with other children and adults. Children develop friendships. They are good communicators. Children develop language skills during 'song time'. They celebrate different beliefs. Children learn about inclusion and culture. For example, they learn about Ramadan and Chinese New Year. They explore food tasting activities and dress up to help embed their exploration.

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

- The childminder has a clear rationale for what children need to learn. She focuses on the skills that children need to progress. This ensures that children are ready for the next stage of their development. The childminder sequences children's learning, such when children learn to stand. The childminder plans a wealth of floor-based activities to develop children's back muscles. At times, children wait for the childminder to organise activities. They wait in their highchair with no activity to engage in. This impacts on their ability to make rapid progress.
- Parent partnership is strong. The childminder shares information with parents to ensure they have a secure understanding of how the provision is organised. For example, the childminder chooses to keep some written documents that parents receive copies of, such as policies and menus of the healthy food provided. The childminder conducts daily risk assessments of her home to ensure it is safe. She shares the outcomes with parents online before children attend. Parents are happy with the care and education the childminder provides.
- The childminder is experienced. She identifies valuable training to refresh her knowledge and develop new ideas to extend children's play. The childminder is confident to evaluate the care she provides to children. Her evaluations feed into her business plan. This helps to ensure continuous professional development

and better outcomes for children.

- During daily routines, such as mealtimes and playtimes, the childminder is sometimes too busy prioritising food preparation or tidying up. This means she does not always hold in-depth interactions with children to fully promote their learning.
- Children settle well. Their emotional needs are met. The childminder benefits from visiting the home of children prior to their induction. She listens to the views of parents to ensure she can meet children's needs. The childminder collects information about children's starting points to understand their interests and what children know and can do. She uses the information to plan the learning environment. This ensures that children receive the best start to their education.
- The childminder supports children's personal development. She supports children to wean off using dummies. She sees this as a positive intervention to help to support children's teeth development. Children practise oral health skills when they clean their own teeth after lunch. This is part of their daily routine.
- Children develop good communication and language skills. Young babies babble to the childminder when she speaks to them. The childminder enhances children's language. She uses descriptive words to embed concepts. For example, when exploring jelly, she says it is 'wibbly wobbly'. She uses words like 'cold', 'wiggly', 'wet' and 'chunky' to describe textures and the feel of different materials.
- The childminder recognises the importance of working with staff at schools to support transitions. The childminder works collaboratively with teachers, sharing children's progress. This helps teachers to build on children's knowledge. Children who attend wrap-around care benefit from the childminder asking what children are learning at school. She positively impacts their education. The childminder ensures that their school curriculum feeds into the activities that she provides, which children enjoy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands child protection and safeguarding issues, including female genital mutilation. She understands how vulnerable children can be drawn into radicalisation, such as through online grooming. The childminder is knowledgeable of signs of abuse and neglect. She has a secure understanding of the correct procedures to follow should she have concerns about a child's welfare. There are procedures in place to monitor absences to help to identify where poor attendance may indicate wider concerns. The childminder is knowledgeable about the community and the potential threats to children's welfare, including exploitation and forced marriage.

What does the setting need to do to improve?

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

- improve the organisation of the daily routines to reduce children's waiting times between activities and further support their progress
- place a stronger emphasis on maximising interactions with children before, during and after mealtimes and playtimes to further promote children's learning.

Setting details

Unique reference number	EY270977
Local authority	Birmingham
Inspection number	10116048
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	9 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in the Kingstanding area of Birmingham. She operates her service all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Mikaela Stallard

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 childminder and the inspector completed a learning walk.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held verbal discussions with the childminder and parents at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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