

Childminder report

Inspection date:

9 September 2022

Overall effectiveness	Outstanding
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 develop excellent relationships with the childminder and her assistant. The children are excited and happy to be in this welcoming and fun environment. Children's love for books is supported superbly. They sit on a cosy sofa ready for a story of their choice, which is 'The Disgusting Sandwich'. They wait in anticipation for what is going to be inside and laugh with one another as the childminder reads with great enthusiasm. Children continue the fun of the story by sharing their ideas of what they could use to make their own disgusting sandwich.

Children access a wide range of physical activities to challenge them and encourage them to assess potential risks in the environment. The children explore the large garden, and they take it in turns to climb the ladder on the climbing frame. They say 'please' and 'thank you' to each other as they go up the steps and come down the slide. Children continually develop their communication and literacy skills. The children play in the sand and dig for treasure. Young children are encouraged to say and repeat the word of the object they have found. Older children sound out the letters and run over to the letter wall in the garden to match the letter to the initial sound.

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

- The childminder has a detailed, ambitious curriculum. Every child is encouraged to be a keen learner. They go on frequent trips to the supermarket, garden centre and wild gardens. Children are inquisitive about the wider environment. They show that they feel proud and develop a sense of belonging for the world they live in.
- The level of teaching is impeccable, and children learn to a very high standard. Children's individual starting points are considered and activities adapted in line with their next steps. For example, children engage in an activity of hanging socks on a washing line. The childminder and her assistant work together to encourage younger children to match the patterned pairs, while the older children count the pairs, two, four, six, and with support, eight and then to 10.
- Children delight in their abilities as they start to count together. The childminder praises them for getting to twenty independently. The children keep counting. The childminder challenges them, saying 'are you going to blow my socks off?' As they keep going, she pulls one sock off, then another as the children reach one hundred. The children get a great sense of achievement from this.
- The childminder and her assistant encourage all children to be aware of and manage their emotions and feelings. They use puppets to create a show in the role-play theatre. Children are confident to share their own experiences of home life with everyone.
- Parents express their gratification of the excellent care and learning

opportunities the children receive. They say the childminder goes above and beyond to help them. Parents explain that the activities the children do with the childminder have opened children's eyes to the excitement that life can provide. Children have developed significant amounts of confidence since starting and enjoy the responsibility of carrying out different tasks in the setting and at home.

- The childminder teaches the children about different cultures. Children have a large and colourful totem pole in the garden. They all helped to design and paint the totem pole while learning and talking about different cultures, beliefs and the history behind these.
- The childminder and assistant work harmoniously together. Their dedication and commitment to providing the very best for each child is infectious. They observe children and use the information they have found to continually develop activities and learning opportunities. Learning is at the centre of every opportunity, and children's interests are consistently maintained.
- All children are clearly at the heart of everything the childminder does. She ensures all children are aware of how to care for their personal hygiene and stay healthy. They wash hands independently before mealtimes and clean their own faces after. Children learn about different foods that are healthy and nutritious. They turn to the childminder for reassurance, and ask 'this is a healthy snack, isn't it?' while they enjoy a variety of fruits at snack time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of how to keep children safe. She vigilantly assesses risks for all outings and has procedures in place to ensure children are at minimal risk. Comprehensive policies are in place and reflect the childminder's level of care. Her knowledge about how to identify signs of abuse and the referral process to keep children safe is secure. Strong relationships are formed with outside agencies, and training is completed frequently. The childminder is particularly knowledgeable about how to support children's mental health, and she encourages all children to discuss their feelings.

Setting details

Unique reference number	EY273136
Local authority	Birmingham
Inspection number	10116053
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	12
Date of previous inspection	19 August 2015

Information about this early years setting

The childminder registered in 2003 and lives in Birmingham. She works with two assistants and operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Freya Marskell

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 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 inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder, children and the assistant.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022