

Childminder report

Inspection date: 8 August 2024

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

The childminder has an expert understanding of how young children learn and uses this knowledge to provide children with an outstanding start to their education. She has extremely high ambitions for the progress of all children. The childminder ensures that children benefit from purposeful learning experiences in a wide range of specifically planned locations to develop their understanding of the local community and wider world. She ensures that outings are varied and reflect the interests and precise learning needs of each child. Children are highly motivated to learn. The childminder embraces the learning opportunities in the natural environment and uses this teaching tool to extend children's knowledge, understanding and skills across the areas of learning.

To deliver her curriculum, the childminder meticulously considers the resources available to ensure that they are accessible to children at different stages of development and allow for progression. For example, she adapts the handwashing facilities to enable children to manage their self-care as independently as possible from a very young age.

The childminder has an extremely high regard for children's behaviour. She focuses on gently establishing a secure understanding of the expectations during the daily routine and teaches children the reasons for these, for example to help keep children safe. She provides children with extensive opportunities to achieve at tasks that involve age-appropriate social skills. Children's behaviour is excellent. Babies and children build strong bonds with the childminder and flourish in her care.

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

- The childminder's self-evaluation is a continuous feature of her practice and enables her to maintain the highest level of service to children and their families. As part of her self-review, she has made changes to her communication methods so all family members can be included and informed about the children's learning journey.
- The childminder is dedicated to her own professional development and completes extensive research and training to delve even deeper into aspects of early childhood. Recent training helped her to enhance her use of naturally found resources to support children's learning. She offers regular guidance to other local childminders and shares ideas for practice, such as how to manage the needs of all children on outings.
- Parent partnerships are excellent and provide children with a seamless transition from their home to the setting. For example, the childminder exchanges information with parents about the vocabulary that children are developing and establishes a clear understanding of the new words they use. Parents say how

the daily dialogue with the childminder helps them to see how their child is developing and that she is a 'one in a million childminder'.

- The childminder uses her expert understanding of child development to analyse her observations of children. She uses this information to set personalised next steps in learning, so all children make the maximum progress. The childminder devises strategic plans for their learning in all key areas and identifies how these link together. This provides her with a comprehensive and whole understanding of the development needs of each child.
- The childminder uses her knowledge of each child to expertly differentiate the play experiences to support the learning of children at different stages of their development. Babies, toddlers and pre-school children are all highly challenged and engaged in activities. For example, the childminder provides high-quality learning as she adjusts her teaching using books and play dough. This ensures that each child benefits fully from the experience.
- The childminder is skilled in exploring children's understanding and does not make assumptions about what they already know. This enables her to gauge how she will extend on their knowledge. For example, children explain their understanding of full and half full and the childminder encourages them to show her what they mean so she can fully establish their knowledge. She explores babies' understanding of the words they use to check their grasp of the meaning of the new vocabulary.
- The childminder provides children with extensive opportunities to reinforce their understanding in different ways. For example, she helps older children develop their understanding of the quantity of numbers through playing with dinosaurs, riding tricycles and making shapes in play dough. Children learn that a triceratops has three horns, a tricycle has three wheels and a triangle has three sides. This helps children to make links and secure their understanding.
- The childminder prioritises the importance of enabling children to be emotionally ready to learn. She recognises that new children need the time to settle and works with parents to identify how best to support children's emotional security. For example, she adapts the learning environment to allow children to have a dedicated space where they feel safe to observe first and build confidence to take part in the play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY296078
Local authority	Birmingham
Inspection number	10355048
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	6
Number of children on roll	4
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2005 and lives in Birmingham. She operates all year round, from 7am until 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She is registered to provide overnight care. The childminder receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on 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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