

Childminder report

Inspection date: 20 September 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

The childminder provides a nurturing home-from-home environment. She is attentive to children's needs, reassuring and caring. This helps children to feel happy and safe and ensures they are ready to learn. Children have built positive and secure relationships with the childminder.

Children enjoy playing outdoors. They spend time filling and emptying pots and containers with chalk. As they do this, they transport them around the garden and pretend to cook meals in the mud kitchen. This supports children's physical development, coordination and imagination. Children also enjoy looking at the books that are on display. They access them independently, hold them up the right way and turn the pages. As they do this, they talk about the pictures. Children develop good literacy skills and a love of books.

The childminder is a good role model and has high expectations for all children. She gathers lots of detailed information about children and their families. She uses this information to learn about children's culture and their home language. This ensures children feel valued and contributes to their high levels of self-esteem. Children behave well and make good progress from their starting points. They gain the skills they need for future learning and are well prepared for their eventual move to nursery or school.

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

- The childminder has good partnership working with parents. She has an effective settling-in procedure that is tailored around individual children's needs. She works hard to ensure children feel happy and secure. This ensures children are ready to learn when they start. The childminder gathers detailed information from parents when children start and regularly exchanges information about children's progress. Parents speak very highly of the childminder. They say their children look forward to attending and value her detailed feedback. Parents also report their children have made good progress since starting at the setting.
- The childminder skilfully supports children with special educational needs and/or disabilities (SEND). She has strong links with the local authority, which she works closely with to ensure that children with SEND benefit from swift referrals to outside agencies. The childminder successfully implements targeted support plans to ensure all children make good progress.
- The childminder has formed strong links with local schools and nurseries. She shares information with these other settings, which helps to keep children safe and supports a smooth transition.
- The childminder intertwines other areas of learning in her curriculum delivery. For example, children spend time building and counting out plastic bricks. They

enjoy filling, emptying containers and pretending to cook. These activities also support children's coordination, small-muscle skills and skills in counting. However, the childminder does not make full use of all learning experiences to support and extend younger children's communication and language skills.

- The childminder has a secure knowledge of child development. She observes children's achievements and uses this knowledge to inform her of any gaps in their learning. However, she does not use this information to create sharply focused plans that fully challenge children to build on their existing skills and knowledge.
- Children develop independence and self-help skills during routine times of the day. For example, children enjoy independently choosing and selecting toys and tidying up. They confidently wash their hands ready for meals. The childminder offers children healthy food and children enjoy feeding themselves. As they do this, the childminder teaches children about the importance of healthy eating and exercise.
- The childminder successfully supports children's social skills and confidence. Children enjoy a range of valuable learning experiences in the childminder's home and during visits to local groups and the park. Children develop good social skills that help them prepare for nursery or school.
- The childminder manages children's behaviour well. She is a good role model and uses effective strategies to support children's behaviour, such as offering children praise and encouragement. Children respond well to flash cards and books to help them to explore, and express their wants, needs and feelings. This all helps to promote children's high levels of self-esteem and positive behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular mandatory training on paediatric first aid, food hygiene, safeguarding and SEND. This ensures she keeps her skills and knowledge up to date. The childminder knows the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her, the childminder knows the procedures she must follow to report these concerns. The childminder keeps the documentation that is required well maintained and ensures that her records are accurate. This helps to keep children safe.

What does the setting need to do to improve?

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

- enhance the use of planning to provide more focused opportunities for children to build on what they already know and can do

- seize all opportunities to promote younger children's communication and language development even further.

Setting details

Unique reference number	EY317791
Local authority	Birmingham
Inspection number	10234977
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder registered in 2006 and lives in the Kings Heath area of Birmingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She is eligible to receive funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kiri Gill

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 and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of parents' views through written feedback provided by parents.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of qualifications.

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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