

Childminder report

Inspection date: 6 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The enthusiastic childminder makes children feel safe and secure with her caring and friendly approach. She gives children her full attention as they eagerly share their latest news with her. The childminder builds close bonds with the children. Children demonstrate they feel safe. For example, they are confident and content as they move around the childminder's home. They make choices about what they want to play with. The childminder is a good role model. She teaches children to be kind, use manners and play cooperatively. Consequently, children behave well. Children learn about healthy lifestyles. They learn about foods that are healthy. The childminder provides lots of opportunities for children to be outdoors and active. Children listen intently to the childminder as she explains the rules for the musical games she organises in the garden.

The childminder provides a range of activities to support children to make good progress across the seven areas of learning. Children acquire the skills they need for their next stage of learning, including their eventual move on to school. For example, children learn to do things for themselves, develop their speaking and social skills. Children develop a positive attitude towards their learning.

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

- The childminder has a good understanding of children's development. She implements her curriculum effectively to help children make good progress from their starting points. However, she does not always seek support and advice from outside agencies to fully support those children who may need additional help.
- The childminder attends webinars and researches online to help her update her knowledge and refresh her skills.
- The childminder is a good role model. She has a calm and gentle approach and is respectful as she communicates with children. She teaches children to share, take turns and be kind to others. Children are friendly, behave well and play cooperatively with each other.
- The childminder supports children to develop good communication and language skills. As children play, the childminder provides narrative. She introduces new vocabulary and helps children to build sentences. Children repeat familiar words and phrases. For example, children join in when singing familiar songs and rhymes. The childminder encourages children to talk about things important to them.
- The childminder supports children to develop a good understanding of mathematics. She helps children to learn to count and recognise shapes as they play.
- The childminder manages behaviour effectively. The childminder provides

children with clear boundaries and positive praise. She teaches children right from wrong. Children are respectful, well behaved and sociable.

- The childminder encourages children to explore the natural world. Children are delighted as they discover different creatures and insects, such as worms, bees and spiders. Children water the tomato plants they are growing. They know to water them before the sun becomes too hot. However, at times the childminder does not always make the most of opportunities to extend children's spontaneous interests.
- The childminder takes children on a variety of trips in the local area, to provide children with new experiences. These include the ecological park, where children learn about life cycles as they watch tadpoles develop into frogs over time. Children enjoy the trips to the local airport, where they can watch the planes come and go.
- The childminder helps children to develop their independence. For example, children become adept at cutting up their own fruit at snack time. Children show determination and perseverance as they remove the hull from the strawberries. Children dress themselves and manage their own personal care.
- Parents are highly complimentary about the childminder and the service she provides. They comment on the progress their children make while in her care. Parents receive regular information about their children's learning and development, along with ideas on how they can continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture towards safeguarding that puts children's welfare first.

What does the setting need to do to improve?

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

- gain more knowledge of the different agencies that can be accessed for support and advice when children need additional help
- build on children's emerging interests during their self-chosen activities to help them to make even better progress.

Setting details

Unique reference number	EY318185
Local authority	Birmingham
Inspection number	10339166
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 2005. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This is 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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation.

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 2024