

Childminder report

Inspection date: 1 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's care. They are happy and form close attachments with her. Children turn to the childminder for reassurance and are nurtured with warmth and affection, which helps them to feel safe and emotionally secure. Children are developing a good understanding about rules and boundaries. The childminder is very attentive and provides children with gentle reminders and plenty of praise and encouragement for their efforts and achievements. Children learn to manage their own behaviours and feelings effectively.

Children's good health is supported well. They have plenty of opportunities to be outside in the garden, go for walks or visit local parks. Children eat freshly prepared and nutritious meals which meet their special dietary requirements or preferences. They enjoy sitting together and socialising at mealtimes. Children are increasingly independent. Even the youngest children feed themselves skilfully and with very little spillage. Children like to put on their own shoes and coats and are very proud to show when they are ready to go outside.

Children benefit from the welcoming environment. They freely access the various resources, which are carefully selected to follow children's emerging interests and challenge their abilities. Children are keen to learn, and they actively engage in the experiences provided which help to promote their development.

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

- Since the last inspection, the childminder has made significant improvements which are having a positive effect on the provision for children. She attends training, conducts her own research and liaises with other childcare professionals to exchange advice and guidance and talk about how to enhance practice. This helps her to assess the provision, recognise key strengths and identify ways to continually improve practice.
- The childminder assesses children's progress and quickly attends to any gaps in their development. She knows the children well and identifies their interests, which helps her to plan for what children need to learn next. Children benefit from the stimulating learning environment inside and outdoors.
- Children enjoy outings and attend groups which provide good opportunities for them to interact, make new friends and find out about people, places and the community. They also enjoy visiting the library to look at books, listen to rhymes and sing songs. Children's love of books is enhanced as the childminder reads stories with different voices and tones that capture and maintain their interest.
- The childminder interacts well with children and helps them to engage in imaginative play with toy animals, vehicles and structures. However, at times, she steps in too quickly to lead or change the play, and children follow rather

than develop their own ideas.

- Children are developing their language skills and are encouraged to use simple words and phrases to communicate their needs and wants. For example, at mealtimes, they indicate when they have finished their sandwich and would like some raisins or a yoghurt. If it is difficult to understand what the children are saying, the childminder confirms what they are asking for and encourages them to repeat words. However, she does not always help children to pronounce words clearly so that they are understood or to help enrich their vocabulary.
- The childminder is nurturing and considerate. She talks to the children in a calming and reassuring manner as she takes care of them. She provides soft tissues or wipes to help children to wipe their noses and uses non-medicated cream to sooth their skin if they are sore.
- Due to the COVID-19 pandemic, the childminder stopped her services for a period of time. She followed guidelines and, when restrictions lifted, she provided care for children of key workers. In normal circumstances, many of these children would have been attending the childminding setting alongside other settings or schools. The childminder and parents arranged for the children's older siblings to be home-schooled with the childminder. She adapted her practice to meet the needs of all children attending. For example, she made sure that having the older siblings did not impact on the quality of provision for the younger children. The childminder liaised with staff from other settings and schools to provide a consistent and complementary approach for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is safe and secure. Children learn about their own and others' safety as they ask parents to identify themselves before the door is opened at home time. Even the youngest children help to keep the environment safe. They are keen to help to tidy up by placing toys in boxes and making sure that the space is clear from hazards. The childminder has a good understanding of procedures to protect children from harm. She knows to check the local and most-recent guidance online for the procedures to follow if an allegation is made or if she is worried about a child's welfare.

What does the setting need to do to improve?

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

- enhance opportunities for child-initiated play and help children to extend learning at their own pace and develop their own ideas
- provide experiences to help children to develop their communication skills with a particular focus on pronunciation of words and extending vocabulary.

Setting details

Unique reference number	EY318452
Local authority	Birmingham
Inspection number	10149257
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 February 2020

Information about this early years setting

The childminder registered in 2006 and lives in the Weoley Castle area of Birmingham. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lucy Showell

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 spoke to the inspector about how she operates her setting and how she organises the curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector relevant documentation and evidence of the suitability of adults living or working on the premises.

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 2021