

Childminder report

Inspection date: 5 January 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

Due to the COVID-19 pandemic, children continue to be dropped off and collected at the childminder's doorstep. The childminder has a gentle approach and is warm and caring towards children. Children build strong relationships with her. This helps them to feel safe and secure. Children sit closely to the childminder to enjoy cuddles and comfort when needed, and they receive warm interactions in response. Children's behaviour is good. They listen and respond well to the childminder and follow the guidance she gives.

Children enjoy singing and bounce up and down as they sing familiar rhymes and songs. They smile broadly when the childminder joins in their singing. Children explore a range of resources that are easy for them to access. They have fun as they build a tower out of blocks, explore creative materials and play with small-world toys.

Children are developing their physical skills. They regularly visit soft-play centres and local parks to practise their climbing and balancing skills. Young children develop their skills for independence. They make several attempts and show determination when they take off and attempt to put on their own boots. Children are developing the skills they need to make progress in preparation for their next stages in learning and their eventual move on to school.

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

- The childminder has a clear intent for what she wants children to learn and how she will help them to move forward in their stages in learning. She uses the information from her observations and assessments of children's progress, together with the interests that children show, to help her to plan appropriately to meet their learning needs.
- The childminder models language for communication well. She uses clear speech and sentence structure. She provides ample time for children to think about what she says and respond to her. She routinely introduces new words and repeats familiar words, such as the names of farm animals, which helps to broaden children's vocabulary and understanding. She tailors the support she gives to each child, which helps them to pronounce words correctly. As a result, all children, including those in receipt of additional funding, make good progress in their speaking and communication skills.
- Children have opportunities to learn about the world around them. The childminder takes them to lots of exciting places to enjoy new experiences and build on their existing experiences. They visit a farm to become familiar with the different animals and learn about how they are cared for. Children build confidence and are beginning to feed the animals when they visit again.

- Children build on their social skills as they regularly attend local playgroups to meet and interact with other children and adults. They access a range of additional activities alongside other people, which helps them to get used to being in larger groups with others.
- The childminder helps children to understand and respect the similarities and differences in others in the wider community. She uses a range of books and resources and the celebration of different festivals to help children to understand other cultures and customs.
- Children learn about technology. For example, they explore toys which spin and flash with lights when they press the buttons.
- Children are becoming independent from a young age. They feed themselves, increasing their skills with the use of cutlery, and drink independently from open cups.
- Parents speak highly of the childminder and the care that their children receive. They are happy with the information they receive from the childminder about their children's learning.
- The childminder has taken up some recent training to increase her understanding of working with children with special educational needs. However, she has not fully focused on training that is available to maintain her professional development at the highest level.
- The childminder has plans for future developments, which includes training to further enhance the provision. She speaks with parents about their children on a regular basis. However, she does not yet use these opportunities to gather and include the views of parents in her evaluations, to help her to identify areas for ongoing improvements to her service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect children in her care. She demonstrates that she has a good knowledge of the signs and symptoms that may indicate a child is at risk of abuse. She has a secure understanding of the local procedures to follow in the event of concerns about the welfare of children. She knows the procedures to follow in the event that an allegation is made against her or a member of the household. She keeps the required documentation up to date, which contributes to the protection of children's welfare. She makes routine checks in her home to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- focus on training that is available to maintain professional development at the highest level

- gather and include the views of parents in the evaluation of the provision, to help to identify areas for ongoing improvements.

Setting details

Unique reference number	EY318693
Local authority	Birmingham
Inspection number	10218150
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	25 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Sutton Coldfield. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides weekend care on request. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

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 took that into account in the evaluation of the setting.
- The childminder had a learning walk with the inspector. The inspector viewed all areas of the home and discussed with the childminder how the curriculum is organised.
- The inspector made observations throughout the inspection and conducted a joint evaluation of an activity with the childminder to assess the quality of education.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held a meeting with the childminder. She reviewed relevant documentation, including qualifications and evidence of the suitability of adults living in the home.
- The inspector took account of parents' views from the written information provided.

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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