

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder is extremely passionate and dedicated to the children she cares for. Children show a great warmth towards the childminder and express a sense of security and self-assurance as they laugh with her and welcome her presence in their play. They instantly sit with her and gain comfort when they become unsettled.

Children show motivation in their learning. They are eager to begin activities that have been planned for them. Children concentrate intently as they plant seeds with the childminder. They use spoons for scooping soil and competently pinch seeds between their fingers to place them into pots. Children show pleasure in their success as the pots are filled with soil, and they add water to help the seeds to grow. Children recall past experiences of growing flowers and talk about the sun and water which helped them to grow.

Children develop their independence and enjoy being given responsibility. They take on tasks of tidying up and serve their own fruit at snack time. The childminder acts as a good role model for children. She demonstrates how to clean a tray following an activity, and children copy her lead. Children enjoy helping and comment on the ways they have helped.

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

- The childminder ensures the curriculum for children is tailored to their individual needs. She uses the information she knows about children to implement a well-thought-out learning programme for the children she cares for. However, at times, the childminder does not make the most of teaching opportunities as they arise, to support children to build on their knowledge and skills.
- Assessments of children's progress are used effectively to plan for children's further learning. The childminder thinks carefully about how she adapts assessment methods to keep parents informed about children's learning.
- The childminder provides children with a wealth of opportunities to broaden their experiences and understanding of the world around them. For example, children visit local libraries, museums and celebrate sporting events. Children gain knowledge that helps to prepare them for the future.
- The childminder uses her knowledge of children to engage them in early literacy experiences. For example, she uses a story with actions to capture children's interests and develop their early reading skills. Children learn to develop a fondness for books.
- The childminder has high expectations for children's behaviour. Children learn to respect others and use manners without prompting. However, there are times when the childminder tells children to 'stop throwing', or not to make

inappropriate comments, without giving an explanation. Children are not fully supported to learn about why rules are in place or to recognise the impact this has on others or how they can manage their own behaviour. That said, children develop an awareness of feelings and are beginning to show empathy. For example, they tell the childminder 'don't worry' when she encounters some problems.

- Children are provided with a healthy and nutritious diet. Fruit and vegetables are regularly provided, and the childminder is conscientious about supporting children to try new foods and learn about where food comes from.
- The childminder shows a great commitment to supporting parents. She gathers suitable information from them when children first attend and learns about the things that are important to children. She creates newsletters for families that detail changes to her provision and contain useful teaching tips that help to support children's learning. Children experience consistency between both environments.
- Children are supported well with their transitions to school. The childminder liaises with parents and teachers to help prepare children to be settled in their new environment. Information about children is shared so that children receive the right support and experience consistency of care across settings.
- The childminder is dedicated to furthering her own knowledge and skills. She seeks out practical advice and ideas from other professionals and keeps regularly updated with policy developments. She has developed a media page that supports local families to access useful advice and information about local and national developments relating to care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding matters. She can identify when children may be at risk of harm and knows the appropriate procedures to follow to ensure children are kept safe. She regularly assesses her home environment and takes action to reduce any risk to children. The childminder considers any potential risks she may encounter when out in the local community and puts measures in place to keep children safe. The childminder keeps her first-aid training up to date. She continuously updates her safeguarding knowledge and proactively seeks out new research that improve her working practices.

What does the setting need to do to improve?

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

- strengthen teaching opportunities so that children are supported to build their knowledge and skills over time
- help children to enhance their understanding of why behaviour rules are in place

and the impact their behaviour has on others.

Setting details

Unique reference number	EY318887
Local authority	Birmingham
Inspection number	10116099
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 August 2015

Information about this early years setting

The childminder registered in 2006 and lives in Birmingham. The childminder holds an appropriate level 3 qualification. The childminder operates Monday to Friday, from 7am to 6pm, and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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