

Childminder report

Inspection date: 19 September 2024

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 is caring and attentive to the needs of the children in her care. Children engage happily in conversations with the childminder, demonstrating that they feel comfortable and secure. The childminder supports children to develop communication and language skills effectively. For example, as children play with toy cars she models and introduces new vocabulary, such as 'carriage' and 'ambulance'. She speaks to children clearly, repeating words back to them so that they can hear how to pronounce words accurately. Children develop their understanding of the world and awareness of people who help them. For example, when engaging in small-world play and conversation with the childminder, children explain how people look after them. They explain that fire engines make a 'nee-naw' sound, when they drive to fires, and people who are hurt go in ambulances to hospital.

Children develop independence as they are encouraged by the childminder to help tidy away resources and put on their shoes before going outside. Children enjoy opportunities to play outside in the fresh air. They develop important balance and coordination skills as they manoeuvre their way across stepping stones in the childminder's garden. As children wobble and lose their balance, the childminder offers words of encouragement. Children then persevere, building confidence and self-esteem. The childminder is a good role model, and children behave well in her care. Children share, take turns, and play cooperatively with their friends.

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

- Children greatly enjoy the play-based curriculum planned for them by the childminder. The childminder's curriculum places high emphasis on developing children's language and communication skills, and their physical and personal development. The childminder gathers information from parents about what their children already know and can do and, along with ongoing observation, she uses this information to identify starting points for learning.
- The childminder plans enjoyable learning opportunities and activities for children that support their next steps in learning and reflect their personal interests. This supports children to make good progress in their learning. However, the childminder does not consistently create a learning environment that supports children to explore different areas of learning or make independent choices about their play.
- The childminder understands how and when to gain additional support for children with special educational needs and/or disabilities. She identifies additional training that will meet the specific needs of these children. For example, the childminder has recently identified an opportunity to develop her understanding of autism awareness to further support children in her care.

- The childminder plans opportunities for children to design and be creative in their play. For example, children enjoy colouring and making models of butterflies. They are encouraged by the childminder to draw shapes and colourful patterns on the butterfly's wings. However, the childminder does not always extend and develop children's understanding as she works alongside them. For example, when children show curiosity about how butterflies grow, she does not fully explain the life cycle of a butterfly to deepen their understanding.
- Children learn about healthy lifestyles as they enjoy regular opportunities to be out and about in the fresh air. They enjoy healthy home-cooked meals, like vegetable pasta, and they learn about the foods that are good for them to eat. Children also learn and develop their understanding of how to keep themselves safe when crossing the road and walking with the childminder.
- The childminder works in partnership with settings also attended by the children she cares for. She shares information with them to support children's ongoing learning and development. This provides children with consistency between the different settings they attend. Children are well prepared for their move on to the next stage of their education.
- Parents feel that the childminder shares regular feedback about the good progress made by their children. They talk enthusiastically about the care given to their children by the childminder. They appreciate the information shared with them about their children's daily activities.
- The childminder uses personal reflection and discussions with her co-childminder to identify areas of their practice that they can develop further. For example, the childminder has recently undertaken training to develop the use of a language assessment tool to assess children's early language skills. This helps her to identify and support the children in her care who have potential barriers to speech and language.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how to provide more opportunities within the learning environment for children to make choices in their play, to fully extend their learning and enjoyment
- provide more challenge and extend learning opportunities for children as they engage in activities they enjoy, helping them to make the best possible progress.

Setting details

Unique reference number	EY343005
Local authority	Birmingham
Inspection number	10347258
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	3 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 2007. She works with a co-childminder. The childminder operates term time only from 7.45am to 5.30pm Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded education for three- and four-year-old children. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- The childminder and the inspector completed a learning walk of the premises and discussed the childminder's intentions for children's learning.
- The inspector observed the quality of teaching and assessed the impact that this was having on children's learning.
- The inspector had conversations with the childminder about the safety and suitability of her home.
- The inspector spoke to parents and took account of their views.
- The inspector reviewed essential documentation provided by the childminder.

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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