

Childminder report

Inspection date: 12 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder promotes a welcoming environment. As a result, children are happy and settled. They excitedly push the bell to gain entry to the childminder's home. The range of activities and resources on offer allow children to independently explore their environment. Children are confident learners who show high levels of concentration. For example, they remain focused as they independently put puzzle pieces together. Children are given plenty of opportunities to learn about others and their community. For example, they show enjoyment as they sing rhymes in English and other languages, such as Arabic.

There are positive relationships between children and the childminder. Children smile, laugh and talk as they play cooperatively together. They keenly share their knowledge about what they have previously learnt. For example, during group time, the childminder asks why owls sleep in the day. Children respond, 'They are nocturnal'. The childminder asks if humans are nocturnal. Children laugh and comment, 'No, we sleep at night time'. Children enjoy taking part in physical activities. The childminder provides plenty of opportunities for them to learn about their bodies. For example, after exercising, the childminder asks children to describe what is happening to their heart. The curriculum ensures that all children make good progress in their learning.

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

- The childminder supports every child to make progress in their learning. She finds out from parents what children already know and can do. The childminder gains a deep understanding of each child's individual needs from the moment they start. She completes her own observations and assessments on children's development and identifies any gaps in their learning. The childminder uses this information to plan meaningful activities to deepen and build on children's knowledge further. However, on occasions, she does not make the very best use of next steps to help children consistently learn new skills.
- The childminder places great emphasis on children's communication skills and their personal, social and emotional development. She encourages children to verbally express themselves when they communicate their wishes. For example, during snack time, children point to what they would like and the childminder asks them to pronounce the words, such as 'kiwi' and 'mango'.
- The childminder reads stories with enthusiasm and passion. Children excitedly respond to the childminder's questions about the books they read. However, she does not consistently provide all adults who work with children enough opportunities to develop their own practice. As a result, teaching is not yet consistently at the highest level. For example, during a sensory activity, adults sometimes over-direct children's play. This means that children do not always

have enough challenge or opportunities to explore freely and independently to sustain their high levels of interest and motivation to learn.

- The childminder offers children a range of different foods and physical activities to support them to live healthy lifestyles. Children learn about what their bodies need to function. For example, when they drink water, the childminder reminds them this keeps them hydrated. The childminder supports children to keep themselves safe. She reminds them to take care when they play so they do not hurt themselves or others.
- Parents comment positively about the childminder. They state they are happy with how she supports their child's behaviour and builds their confidence. The childminder is keen to work alongside parents and keeps them informed about their child's development. She provides resources, such as toys and books, that parents can borrow to continue their child's learning at home. If there are concerns about a child's development, the childminder knows how to seek external help. This ensures that children receive the support they require.
- The childminder provides a range of activities for children to deepen their understanding of the wider world. Children learn about a range of faiths and cultures. This prepares them well for life in modern Britain.
- Children generally behave well. However, there are occasions where transition periods between routines are lengthy. Children are sometimes requested to wait, for example at mealtimes when they sit waiting for other children to arrive before their meals are served. This results in occasions where children become unsettled.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role as a designated safeguarding lead. She takes effective measures to ensure her home is safe, clean and secure for children. The childminder understands the steps to take if allegations are made against adults. All adults recognise signs and symptoms of abuse. They understand the steps they should take if they are concerned about a child's welfare. The childminder shares information with others to ensure that children are kept safe from harm. She follows appropriate procedures to assess the suitability of adults who work with children.

What does the setting need to do to improve?

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

- review the organisation of routines to help children remain settled and engaged
- make more effective use of next steps to ensure that children consistently learn new skills
- enhance the opportunities for assistants to further develop their teaching skills,

so children are consistently challenged and benefit from high-quality learning experiences.

Setting details

Unique reference number	EY355252
Local authority	Birmingham
Inspection number	10116123
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 4
Total number of places	10
Number of children on roll	10
Date of previous inspection	28 May 2014

Information about this early years setting

The childminder registered in 2007 and lives in Birmingham. She employs three assistants. The childminder operates Monday to Friday from 8am to 3.30pm all year round, except for bank holidays and family holidays. She holds an appropriate qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louise Chinyuku

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 showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents during the inspection and took account of their views.

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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