

Childminder report

Inspection date: 15 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this busy, safe and secure family-centred environment. They move confidently around the room as they choose what to play with to support their independence. Children laugh with delight as the assistant chases them around the garden playing 'monsters'. They enjoy sitting in the large rocker as they sing 'Row, row, row your boat', and the childminder warns them to hold on tight as she rocks it from side to side and up and down. This helps children to learn about their own safety. The childminder uses children's individual interests and starting points well to plan interesting activities that extend their learning successfully. Children delight in splashing in water with their hands. The childminder provides waterproof suits for outdoor play and children are encouraged to get as messy as they like. Children enjoy creative activities such as sticking and gluing. They decorate hedgehogs with dried pasta for the spikes and colourful leaves in autumn colours for the body. The childminder encourages children to learn colours and to count how many jumping frogs they have. Younger children enjoy exploring dried pasta shapes and objects they collect on outings to the park such as conkers and leaves.

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

- The childminder knows the children well and makes accurate assessments of their learning. This helps her to plan challenging and interesting experiences that focus on what children need to learn next. However, at times the childminder does not fully include babies in planned group activities to help to accelerate their learning to the highest possible level.
- Children form close bonds with the childminder and her assistant and build secure friendships with each other. They persevere with tasks, for example as they scoop dried pasta into containers and feel the textures.
- The childminder uses plenty of praise, helping to promote children's positive behaviour. Children behave well and are learning to share and take turns. The childminder and her assistant are positive role models.
- The childminder places a strong focus on promoting children's language skills. The childminder and her assistant continually talk to children. They ask lots of questions and encourage children to share their thoughts as they talk about a hedgehog they saw on their trip to the park.
- The childminder helps to develop children's early literacy skills as they sit and read stories. Children repeat familiar words as they sing nursery rhymes and join in the actions. The childminder plans daily opportunities for children to exercise and she ensures that they have plenty of outdoor play. Older children run about and play hide and seek in the playhouse. They go for regular walks to the park to feed the ducks and have picnics, as well as visits to soft-play centres. This supports their physical development well.

- The childminder attends to children's care needs effectively. She is quick to recognise and respond to children when they may be hungry, tired or just need a cuddle. She ensures children follow good hygiene routines, such as washing their hands after playing in the garden, and hand sanitisers are used before mealtimes.
- Partnerships with parents are good. The childminder liaises closely with parents to gain a detailed picture of children's interests and routines at the start of the placement. Parents comment how much they value and appreciate the good care and interesting experiences that the childminder provides for their children. They say their children have 'come on in leaps and bounds' and look forward to attending.
- The childminder has developed good relationships with staff at the local school. She communicates regularly with them to share information and to provide continuous emotional support for children during the transition.
- The childminder works closely with her assistants and together they plan activities for children and evaluate how these have gone and any changes needed. However, she has not fully established rigorous, highly focused systems for supervising and supporting her assistants to help further develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the procedures to follow if they are concerned about a child's welfare. The childminder recognises the importance of implementing her policy consistently and in a timely way to keep children safe. The childminder and her assistant have completed safeguarding training. The childminder ensures she carries out risk assessments, which helps her to identify and minimise any hazards to children.

What does the setting need to do to improve?

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

- provide more support for the youngest children, particularly babies, during planned group activities, to enable them to fully engage in activities to help to accelerate their learning to the highest possible level
- strengthen arrangements further for supporting assistants and encouraging the development of their knowledge and skills.

Setting details

Unique reference number	EY357218
Local authority	Birmingham
Inspection number	10070011
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	24 March 2015

Information about this early years setting

The childminder registered in 2007. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with two assistants.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- The inspector completed a learning walk and evaluated an activity with the childminder to understand how the early years provision is organised.
- The inspector looked at a sample of the childminder's documentation. This included information about the suitability of adults working with her and members of the household, and her policies and procedures.
- The inspector took account of parents' written comments and 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.

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 2019