

# Childminder report

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Inspection date: 21 July 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children are provided with an ambitious curriculum. The childminder ensures that children benefit from well-planned activities based on their interests. Children are offered a variety of stimulating experiences. For example, they take part in freeing the toy animals from ice. Children enjoy hammering the ice to release the animals. They excitedly talk to the childminder when they find a fish and say 'Dory'. The childminder extends the children's language and talks to the children about their discoveries.

Children have warm and nurturing relationships with the childminder. The childminder knows when to give children reassurance and comfort. This includes allowing children and babies to explore the play space independently, and at their own pace. Children demonstrate positive emotional well-being and a feeling of safety and security in the childminder's care. Children are confident and motivated to lead their own play. Older children enjoy supporting the younger children. For example, older children suggest wiping the water away with sponges as they help to tidy away. Together, children use the sponges to soak up the water and excitedly squeeze water into the bowl. Children learn how to work together and build respect for each other and the childminder.

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

- The childminder has a robust understanding of child development. She fully understands where children need support in their development and plans a range of activities to encourage all children to make good progress in their learning.
- Children's language and communication is supported and extended effectively. This is reflected in the high-quality interactions with the children throughout the day. Older children learn new vocabulary. For example, when talking about sea animals, they learn words, such as 'seahorse.' Furthermore, the childminder often reads stories with the children. Children listen to the stories and talk about what they see. The childminder listens to the children's comments and asks relevant questions to encourage children to think and respond.
- Children enjoy regular outings to the park, soft play, garden centres, school runs and walks around the local area. The childminder uses these opportunities to teach children about the community around them. Children talk with the childminder when they discover something new. However, the childminder does not offer enough opportunities within the home environment to enhance children's knowledge and understanding of diversity and the wider world.
- Children take part in singing and moving sessions. They choose cards from the creatively designed 'song sacks' and the childminder encourages them to sing songs and move their bodies. For example, children jump like grasshoppers and

stand on one leg. This helps to enhance the children's physical development and well-being.

- The childminder has strong partnerships with parents. Parents speak highly of the childminder, they comment on her caring nature, reliability, flexibility, and expertise to provide care for their children. They are provided with a daily diary to inform them about their children's day. Parents comment that they enjoy hearing about the activities the children have done throughout the day. They enjoy viewing their child's learning journey and reading all about their child's development and progress.
- Children are provided with healthy and nutritious home-cooked meals and snacks. They are encouraged to make healthy choices from a variety of fresh fruit and vegetables. This helps them learn about the importance of how to keep themselves healthy. Children are becoming increasingly confident and independent. They learn to do things for themselves, such as putting their shoes on without support.
- The childminder is fully committed to her professional development. She attends a wide range of training courses to upskill her knowledge and development. For example, she has recently completed a course on supporting children with adverse experiences. This has helped the childminder to gain a deeper understanding of how to support children if they are experiencing any difficulties.
- The childminder is a positive role model. Children are given lots of praise and reassurance to help ensure they understand and implement rules and boundaries effectively. Children behave well and are polite and respectful.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding and child protection. She is aware of the signs and symptoms that indicate a child may be at risk of abuse. The childminder has full knowledge of the procedure to report her concerns to the relevant agencies and how to protect children in her care. She keeps up to date with regular safeguarding training. The childminder has robust risk assessments in place. She ensures that her home, toys, and resources are free from hazards. Children learn about managing their own health and safety. For example, children understand that they should wash their hands after using the toilet and before meals.

## What does the setting need to do to improve?

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

- enhance the opportunities provided for children to help promote a greater understanding of and respect for diversity.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY362617                                                                          |
| <b>Local authority</b>                             | Birmingham                                                                        |
| <b>Inspection number</b>                           | 10116130                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 6 February 2013                                                                   |

## Information about this early years setting

The childminder registered in 2007 and is situated in the Rednal area of the West Midlands. She operates from Monday to Friday, 7.30am to 6pm, during term time only and closes during public holidays. The childminder has an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Maryanne Hepburn-Bean

### Inspection activities

- This was the first routine inspection 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Children spoke to the inspector about their time spent with the childminder.
- The inspector took account of the parents' views during the inspection.
- 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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