

Childminder report

Inspection date: 14 January 2020

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

Children are happy and safe in the childminder's care. Their close relationship with the childminder supports their emotional well-being. Children seek reassurance and call out to her when they need help. The childminder immediately responds to support the children. She recognises signs when children are hungry, tired or need their personal care to be addressed. Children receive regular cuddles. The childminder is warm and caring.

A range of accessible resources allow children to make choices in their play and learning. Children's behaviour is good. They start to understand about what is right and wrong. Regular trips out introduce children to the wider communities. A visit to a local fire station teaches children about safety, and they experience positive role models as they meet both male and female firefighters. Children develop good physical skills as they practise climbing and moving outdoors. They run and chase with excitement as they play hide-and-seek with the childminder. They start to learn to count and build towers out of play dough pots. The childminder has high expectations for every child to do well. She creates an interesting curriculum based on children's interests and what they need to learn next. Children are motivated and eager to learn.

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

- Partnerships with parents are strong. The childminder asks parents their views to check the quality of the childcare she provides. Parents comment that they particularly like the range of opportunities for their children. Children visit a variety of places and socialise at groups during the week. Communication with the childminder is good. Parents are happy with the progress their children make. The childminder has developed partnerships with other providers that children attend. This provides children with a consistent approach to their learning.
- The childminder knows the children well. She considers the interests of each child to plan a broad curriculum that draws their attention to learning. Children practise and strengthen their fine motor skills as they manipulate the play dough. This helps them to prepare for handling more complex tools such as scissors. Children use their imagination as they create shapes and roll the play dough. They use their senses as they smell the different scents. Children say it 'smells like chocolate'.
- From a young age, children learn about simple rules to play cooperatively. The childminder's effective strategies for managing behaviour teach children about tolerance and respect. Any minor issues are dealt with well. Children behave well. They learn to share and take turns. The childminder talks to them about how their actions may affect others.

- Teaching is good. Story time introduces a wealth of new and repeated language to children. The childminder skilfully captures their attention, using a range of different voice tones. Children recognise the animals and replicate the sounds they make. They swing their arms 'like monkeys' as they smile with delight. Children develop an enjoyment of books. They start to understand that words have meaning. That said, on occasions, the childminder does not use techniques to fully support older children's recognition of letters and sounds.
- Accurate assessments of children's progress mean that the childminder is able to focus sharply on their next steps in learning. She plans well. Activities take account of the different ages and learning needs of each child. Children learn through a wide range of outdoor and indoor play experiences. They acquire the skills they will need for their next stage of learning and eventual move to school.
- Children learn about healthy eating. Activities help children to recognise what is good for them to eat. They look at play foods and fruits in simple tray puzzles. They talk about different foods. Children sit together at mealtimes, which are nice social times. The childminder talks to the children about the importance of eating well. Children are beginning to become independent in some of their own self-care. They learn about cleaning their hands after play and before food. They begin to dress and undress themselves for outside play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with training and new information to support her already good understanding of safeguarding. She checks online information about changes to the local authority procedures. The childminder is aware of the signs and symptoms that may indicate that a child is more vulnerable to risk of abuse. She knows how to report any concerns to the agencies that investigate child protection concerns. The premises are safe and secure. A daily risk assessment of the environment identifies any hazards. This means that the childminder is able to take immediate action to reduce risks to children and they can play in safety.

What does the setting need to do to improve?

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

- develop further ways to introduce children to letters and sounds that will support children's recognition of words.

Setting details

Unique reference number	EY372668
Local authority	Birmingham
Inspection number	10070016
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 May 2015

Information about this early years setting

The childminder registered in 2008. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder is in receipt of funding for the provision of free early education for children aged three years old.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The inspector viewed all the areas of the premises. She considered how effective risk assessments are in minimising risks to children in the environment.
- During the inspection, the inspector spoke with children and the childminder. She observed the interactions between them. The inspector took account of written comments from parents.
- An observation of a planned activity was evaluated by the childminder. The inspector considered the quality of teaching and the impact this has on children's learning.
- A sample of documents were checked at the inspection, including evidence of the suitability of adults living at the premises, children's records, and policies and procedures that support the effective management of the childcare.

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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