

Childminder report

Inspection date:

26 September 2022

Overall effectiveness	Good
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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

The childminder provides a welcoming and safe environment for children, who are happy and secure. Children have access to a range of age-appropriate resources that extend their learning in all areas. They enjoy exploring the outdoor area. They experience the texture of wet grass on their fingers and enjoy the feel of the wind on the faces. Their communication and language skills are extended as the childminder introduces words and phrases, such as 'big', 'medium' and 'it is the wind'. Children smile as they touch natural objects, such as crispy leaves and feathers. They giggle as the childminder tickles their faces with the feathers.

Children use their senses and physical skills to squeeze bags of paint. They listen intently to the sound that the bags make as the childminder introduces new words, such as 'squidgy'. Children are encouraged to notice the temperature and texture of the paint as the childminder asks, 'does it feel cold?' and 'is it soft'? Children smile as they use rolling pins to create marks and bubbles in the paint. The childminder builds on children's interests and blows bubbles towards the children. Children reach out with their hands and whole bodies to catch the bubbles.

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

- The childminder has successfully implemented a curriculum that uses children's interests to sustain their engagement and enjoyment during activities. Children make good progress and are eager to join in with new experiences. They demonstrate their joy for learning, as they listen carefully to what the childminder is introducing.
- The childminder attends training to extend her professional development, such as training in adverse childhood experiences. She applies this knowledge to build children's confidence, by consistently introducing new vocabulary and engaging them in meaningful interactions. As a result, children develop key skills that support them as they move on to their next educational provision.
- The childminder develops a good relationship with children prior to them joining her provision. She builds trust with them, which supports their confidence and self-esteem. Children visit the provision with their parents, allowing a gradual and smooth introduction into the environment. The childminder obtains important information about each child, and uses this to ensure that she fully understands children's routines and individual needs.
- Children go on regular outings with the childminder. Children practise their physical skills as they climb on the play equipment at the local park. They build on their social skills as they meet new people and talk about the similarities and differences of their dogs.
- The childminder understands the importance of teaching children about diversity. Children read books about different family dynamics and learn that

some families have two mummies or daddies. They access a range of resources that reflect different disabilities and skin tones. As a result, children are well prepared for our diverse society.

- The childminder implements activities to help children learn about different cultures. Children recall previous experiences, when they created diya lamps to celebrate Diwali. Furthermore, the childminder introduces new languages to the children, as they learnt how to say 'happy new year' in Chinese and tasted different foods to celebrate Chinese New Year.
- The childminder maintains strong links with the local school. She passes on important information about children's development, behaviour and welfare when necessary. However, she does not yet have a fully effective system in place for maintaining links with other settings that younger children attend. For example, the childminder does not yet share information about children's development before they start at a new nursery. This could mean that other professionals are not fully able to promote children's learning and development to the highest level.
- Parents are very happy with the care their children receive. Parents feel supported as the childminder offers them guidance and support on subjects, such as online safety. The childminder keeps parents informed of the training that she attends to give them reassurance that her knowledge is up to date. Parents comment on how professional and caring the childminder is.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge on how to protect children from harm. She has the knowledge required to gain support from outside professionals if needed, in order to provide further support and advice to families in need. She continually updates and renews her safeguarding training and knowledge. The childminder is keen to expand her knowledge in subject areas to ensure that she can further protect children. For example, she has attended risk-assessment training. This helps to further promote children's safety and well-being. The childminder works with local support agencies and keeps updated on current issues, such as the impact of the COVID-19 pandemic on young children in a safeguarding context.

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 secure links with children's other settings to ensure a two-way flow of information, which offers children the best possible learning experiences.

Setting details

Unique reference number	EY378702
Local authority	Birmingham
Inspection number	10235234
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	1 to 10
Total number of places	6
Number of children on roll	2
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder was registered in 2008 and lives in the Harborne area of Birmingham. She operates her provision all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Nancy Hitchcock

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- The inspector observed the childminders' interactions with the children during the inspection and reviewed the impact this had on children's learning.
- The childminder made relevant documentation available for the inspector to review, including the suitability of adults.
- The inspector read parent feedback 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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