

Childminder report

Inspection date: 18 July 2024

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

The childminder nurtures a warm and engaging environment for children. They are happy on arrival and quickly settle down to play with their friends. The childminder builds positive, caring relationships with the children and plans an enjoyable curriculum based on their interests. When children seek reassurance, they respond positively to the childminder's caring approach, clearly showing their comfort in her care and fostering a deep sense of belonging.

Children are thoughtfully supported to manage their feelings and emotions. They are kind to one another and the childminder supports them to share and take turns. When children are reluctant to wait for a resource or to share their favourite toy, the childminder sensitively explains about 'being a good friend' and reminds them to 'ask nicely' for a turn.

The childminder is familiar with the interests of each child and skilfully plans activities that ignite children's curiosity and imagination. Children eagerly engage in outdoor play, interacting with the sea creatures in blue slime, and happily dressing up in beach themed clothes to play in the sand. The childminder utilises picture cards to help children recognise individual animals and objects and to introduce the correct names. This helps to lay the foundation for children to be confident communicators in the future.

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

- Children benefit from regular opportunities to gain confidence in a variety of social settings. They visit the local park and community groups, and have exciting days out to the railway station and the Sea Life centre. Children happily recall their favourite experiences as they engage in activities linked to recent visits and their current interests.
- Children experience a great range of sensory experiences. They enjoy the sensation of mixing sand, water and slime together. They squeal excitedly as they slip and slide on the slime and smile as they feel fabric on their faces as they run underneath it. The childminder encourages children to think of new words and they excitedly repeat 'slippery slime' and 'crunchy sand' as they play. This supports children to be more confident to try new experiences and enhances their vocabulary.
- The childminder has a strong commitment to ongoing professional development with a focus on speech and language and child development. She reflects effectively on her practice and identifies areas to improve. However, sometimes the childminder uses too many words when speaking to young children. This reduces the opportunities for them to hear and repeat single words, which are key factors in early language acquisition.

- A balanced curriculum is planned using current information gathered from the childminder's observations of children and information shared by parents and other professionals. During friendly and relaxed conversations, the childminder introduces ideas and asks questions that generally promote children's independent thinking. However, at times the quality of teaching is variable, which means children do not consistently receive enough focused support to fully promote their individual next steps in learning.
- Children demonstrate they are developing a wide range of physical skills. The childminder encourages them to paint on huge pieces of paper attached to the fence, pour water from small and large jugs, manipulate jigsaw pieces and use cutlery to cut up small cucumbers and bananas at snack time. Children run around the garden, confidently changing direction to navigate obstacles. This supports children to develop their coordination and strengthen their core body muscles in readiness for early writing.
- Partnership with parents is fostered well. Parents express their appreciation for the support and guidance provided by the childminder. They comment on the great progress in their child's learning and the interesting ideas the childminder shares with them to help them promote learning at home. Parents share the high value they place on the support provided by the childminder. They feel the childminder goes above and beyond to provide a wide variety of experiences that as working parents they have less time to do.
- The childminder is alert to signs that indicate when children may need early intervention. She works with other professionals to gain ideas and guidance on how to provide more focused support to ensure children make quicker progress in their learning and development. The childminder engages with schools and nurseries to support a smooth transition for children moving on to their next stage in education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the most effective way to communicate with children to ensure each interaction is an opportunity for them to develop their language and communication skills
- review teaching strategies to ensure children receive more consistent support to achieve rapid progress in their next steps in learning.

Setting details

Unique reference number	EY383436
Local authority	Birmingham
Inspection number	10351224
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in the Northfield area of Birmingham. She operates during term time only, from 7.30am to 5pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Millerchip

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents and read parental reviews during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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