

Childminder report

Inspection date: 27 April 2022

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 settled in the childminding setting. They show delight when their friends arrive and they develop strong friendships, supported by the childminder and her assistants. Children are aware of the routine of the day and they show enthusiasm at joining in with morning group time. The childminder and her assistants consistently support children's emotional well-being and children talk about their feelings throughout the day. Children learn to be polite and they use their manners well. They are praised when showing kindness to others and they are able to share and take turns.

Children take part in a range of play experiences and activities. There is a mix of child-initiated play and play facilitated by adults. Children concentrate and focus well. For example, they become highly engaged in a pizza-making activity. They interact socially with each other and with the adults, and are keen to talk about and describe the vegetables available for toppings.

The outdoor environment provides opportunities for children to develop their physical skills. Children have access to a mud kitchen and utensils, play with sand, construct with large foam bricks and play football and basketball. They demonstrate prolonged interest in the kitchen and communicate effectively with adults and other children during their play.

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

- The childminder knows the children well. She plans effectively to build on children's interests and shares information regularly with parents. She is clear about how children learn and uses this to plan for their next steps.
- The childminder and her assistants have high expectations of the children and they support children's behaviour consistently. This helps children to understand the expectation that they play cooperatively.
- The childminder supports children's personal, social and emotional development well. Children are highly engaged in circle time on arrival. They sing a hello song and have the opportunity to talk about how they are feeling. They demonstrate an understanding of their feelings. One child says, 'I am excited because my friend is here and I am going to play with her'. Children confidently join in with songs about the days of the week. They talk about the seasons, shapes and colours and the letters of their names.
- Children's physical skills are supported by the childminder. They choose equipment to develop their good handling skills, including shape sorting, small construction resources and mark making. However, mark-making experiences for younger children are not always appropriate. On occasions, their hands are guided by adults because the expectation is that they form the letters of their

names.

- The childminder supports children's physical health. For example, children benefit from an exercise session at the start of the day. The childminder and her assistant enthusiastically lead children through a series of physical challenges, including stretching, balancing, shaking, jumping and running on the spot.
- The childminder and her assistants develop close relationships with children and parents. Children develop their awareness of the local community and they talk during the day about fasting during Ramadan. They know that food is not eaten until the sun has gone down.
- The childminder extends children's language, communication and mathematical development well. She asks questions about the ingredients for pizza dough, which children recall, and children independently count the slices of pepper and tomato that top their pizza.
- The childminder supports children to take care of their own personal hygiene needs. Children help themselves to tissues when they sneeze. They understand and adopt healthy practices because, once they have wiped their nose, they dispose of the tissue and wash their hands.
- Parents are happy with the service. They particularly appreciate how well their children are developing their language and mathematical skills. Parents feel well informed about their children's progress and the activities that they become involved in during the day.
- The childminder leads the service well. She is organised and there are clear policies and procedures that underpin the service on offer to families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants attend regular training and apply their knowledge and skills effectively. This includes knowledge of female genital mutilation, 'Prevent' duty and domestic abuse. Adults are aware of the risks to children and their own role in keeping them safe. The childminder has completed designated safeguarding lead training and this is updated appropriately. There are clear policies and procedures that are reviewed regularly and inform practice across the service. The childminding premises are safe and secure.

What does the setting need to do to improve?

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

- develop creative and independent mark-making opportunities for young children that are appropriate for their stage of development.

Setting details

Unique reference number	EY388289
Local authority	Birmingham
Inspection number	10074209
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	18
Number of children on roll	20
Date of previous inspection	23 June 2016

Information about this early years setting

The childminder registered in 2009 and lives in Birmingham. She provides care all year round, from 7am to 7pm, Monday to Friday. The setting offers indoor and outdoor play spaces. The childminder works with assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection. They talked about their friends and what they like to do.
- The inspector spoke to both childminding assistants present during the inspection.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector and the childminder carried out a joint observation of an assistant.
- 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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