

Childminder report

Inspection date: 3 October 2023

Overall effectiveness	Good
------------------------------	-------------

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

Children confidently move around the childminder's welcoming home. They choose resources and access toys that they are keen to play with. The childminder gently encourages them to tidy up and follow the boundaries of the setting. She is kind and encouraging. As a result, children listen, show respect towards her and learn to look after their environment. This prepares them well for their next stage in learning.

The childminder offers a tailored settling-in process that allows families to get to know her well. She gathers valuable information about children, including their likes, routines and interests. Therefore, she knows the children extremely well, and they share a close bond. This helps children to feel happy, safe and secure in her care.

Children enjoy a wealth of rich experiences that builds their knowledge of the world around them. They regularly tend to horses, visit the local library and explore the woods. The childminder supports them to learn vital skills like road safety, respect for animals and how to behave when outside. She carefully considers the risks they might face on outings. She ensures that they hold hands and use road crossings. Consequently, children gain a good understanding of how to keep themselves safe and behave well.

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

- The childminder develops a broad and varied curriculum for all children. She understands how children learn and skilfully joins in their play. However, she does not always focus professional development opportunities to deepen her knowledge of the learning requirements. This means her planning is not highly focused for each individual child's needs. As a result, children do not make rapid progress in all areas of their development.
- The childminder places a strong focus on communication and language. She encourages back-and-forth conversations and introduces new words like stegosaurus, as children play with dinosaurs. The childminder talks slowly and clearly for the children to listen to her voice. Children copy and repeat her words. As a result, children speak confidently and use new language well.
- The childminder encourages children to use their imagination and be creative. She follows the children's ideas and allows them to express themselves through a range of media. Children enjoy finger painting with coloured yogurt. They delight in exploring the different tastes and textures. The childminder praises their hard work and final creations. This builds the children's self-esteem as they proudly show off their work.
- The childminder sensitively meets the personal needs of children with dignity

and respect. She recognises when they are tired or hungry and works to maintain their routines from home. She gives children choices and respects their opinion. This means children feel valued and confident to express their feelings.

- Children practise their physical skills through a range of interesting activities. They participate in circus skills where they balance, stretch and tumble. This improves their flexibility and strength and builds positive habits towards being active in the future.
- Children enjoy balanced and nutritious snacks. They learn to sit nicely while they eat. The childminder suitably supervises children at mealtimes and has a secure knowledge of allergy management. This helps to keep children safe and well.
- The childminder is fun and engaging. She is a good role model. She promotes the use of manners and praises children's achievements. Children giggle as she tickles and plays a game with them. Children clearly enjoy their time with her and affectionately approach her for cuddles. These positive interactions build children's confidence and emotional security.
- There is secure partnership working with parents, and the childminder organises regular parents' evenings. This is where she shares development progress and ideas of how they can continue their child's learning at home. Parents speak very positively of the childminder. They say she is kind, patient and generous. This strong relationship helps to consolidate children's learning between the setting and the home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to keep children safe. She knows how to recognise the signs that might give her cause for concern about a child's welfare. The childminder is familiar with the correct procedure to follow to protect a child from harm. She completes daily checks for hazards in the home and garden. The childminder closely supervises children and is attentive to any dangers they come across in the environment. The childminder carefully considers the risks she might encounter when taking children on outings. This helps to keep children safe from harm.

What does the setting need to do to improve?

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

- utilise professional development opportunities to deepen knowledge of the learning requirements, to enhance the overall quality of teaching to the highest level
- focus planning consistently on what children need to learn next to help them make maximum progress across all areas of learning.

Setting details

Unique reference number	EY395869
Local authority	Birmingham
Inspection number	10288992
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 November 2017

Information about this early years setting

The childminder registered in 2005 and lives in the Bartley Green area of Birmingham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for three-year-old children.

Information about this inspection

Inspector
Katie Rudge

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 she ensures the premises are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023