

Childminder report

Inspection date: 14 October 2022

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 are happy and feel secure in this setting. Resources are age-appropriate and easily accessible for children to explore. The childminder creates a home-from-home environment as children snuggle into her during story time. Children enjoy listening to the childminder read and are engaged as they sit nicely during three stories. They look at pictures of autumn leaves and make links to their experiences of collecting leaves during their outings with the childminder. Children are confident talkers and say words to demonstrate their knowledge, such as 'conker' and 'acorn'. They develop their mathematical skills as they count items in the book.

Children travel around the vast outdoor area and choose from an array of interesting activities. For example, they use their fine motor skills to make marks with paint on big boards. Children are encouraged by the childminder to recognise the colours they are using. They create their own artwork and demonstrate their developing self-esteem as they tell the childminder what they have painted. Children like to sit with the childminder as they create hedgehogs with play dough and spaghetti. They learn new skills as they attempt to cut the spaghetti using scissors. They expand their vocabulary as they use words to describe the hedgehogs' features, such as 'prickly' and 'pointy'.

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

- The childminder demonstrates her good knowledge of children's next steps. She implements an effective system of monitoring their achievements and targets, helping them to make good progress. Planned activities are tailored well to suit children's interests and goals. For example, the childminder recognises that young children are developing their fine motor skills to prepare them for writing. She supports this developmental stage by providing children with scissors, chalks and paintbrushes.
- Children experience new learning opportunities as they visit the library, nature centre and shop with the childminder. She helps children to develop their social skills as they learn how to engage in activities with new people. For example, children enjoy singing sessions at the library with other children. Their physical skills are well supported, as they attend gymnastic groups.
- The childminder encourages children's communication and language skills, asking them questions throughout the day, such as 'How are you feeling?' However, the childminder does not provide children with further opportunities to expand their knowledge and understanding during conversations.
- Children use a wide range of resources and equipment to support their development. During free play, they choose what to engage in and enjoy moving around the large space available to them. For example, children explore the painting board and sandpit before choosing to make marks on a fence using

chalk. The childminder plans focused activities to support children's next steps. However, children are not given enough opportunities to explore using their own imagination. For example, children are eager to snap spaghetti in half and stick pieces into the play dough. They are interrupted, as the childminder gives children instructions and shows them an example of her own creation.

- Children's knowledge and understanding of different cultures, beliefs and diversity is expanded. They listen as the childminder reads books, and they watch educational video clips about celebrations, such as Diwali. Children's understanding of different backgrounds is expanded, as they celebrate St Patrick's Day. They learn to respect and value one another and about similarities and differences as they compare their skin tones and are reminded about using 'kind hands'.
- Parents are happy with the support and flexibility they receive from the childminder. They feel reassured when the childminder supports their children during gradual settling-in sessions. Parents are happy with the progress their children make and comment about how they are learning to be kind and respectful towards one another. Parents receive information about their children's progress and receive updates about how they are during the day, helping them to feel reassured.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify signs and symptoms of abuse. She knows which agencies to call should she have any concerns about children and families or needs advice. This helps to protect children from harm. The childminder understands her responsibility for keeping the premises safe, to protect children from danger. She teaches children how to stay safe, as she has strategies in place to allow children to take risks with appropriate supervision, such as walking independently with reins. Children learn how to keep themselves protected from illness and infection, as the childminder talks them through the steps of effective handwashing.

What does the setting need to do to improve?

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

- increase opportunities for children to use their imaginations, share their ideas and build on their learning
- make the most of experiences to help children expand their knowledge and understanding during conversations.

Setting details

Unique reference number	EY414909
Local authority	Birmingham
Inspection number	10235445
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2009 and lives in Birmingham. She provides care during term time only, from 7.30am to 5.30pm, Monday to Friday.

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector talked with the childminder about the curriculum and assessed the impact this has on children.
- The inspector reviewed the quality of teaching and the impact it has on children.
- The inspector reviewed documentation and the suitability checks on adults living on the premises.
- The inspector read parent testimonials 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.

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 2022