

Childminder report

Inspection date: 26 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

Children form close and trusting relationships with the childminder and her assistant. The childminder's sensitive and caring nature supports children's emotional well-being. For example, young children reach for the childminder's hand when they need help and happily approach her and the assistant childminder for reassuring cuddles. The childminder and her assistant use songs and rhymes to support children's language development effectively. Children are encouraged to make choices about which songs to sing, and young children attempt to follow the actions to accompany their singing. For example, they rock and row their imaginary boats and enjoy stomping around like dinosaurs.

Children greatly enjoy opportunities to play in the childminder's garden, where they lead their own play. Children imaginatively use the resources made available to them by the childminder to reflect their personal interests and enjoyment. For example, they use herbs and natural materials such as twigs and leaves collected on local walks to create dishes for the childminder and her assistant to try. Children beam with pride as the childminder praises and delights in their creations, describing their 'shell pie' and 'daisy crumble' as delicious. Children of different ages play happily alongside each other, taking turns and working together to build towers of bricks. Children's behaviour is good. The childminder gently reminds children throughout the day about using 'inside voices' and good manners, and children respond well. The childminder and her assistant consistently celebrate children's achievements and efforts. This builds children's self-esteem and confidence and supports their personal well-being.

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

- The childminder has a detailed knowledge and understanding of what children need to learn and how best to achieve this. She and her assistant use ongoing observation and assessment to identify children's starting points. They then plan and provide well-targeted activities to support children, including children with special educational needs and /or disabilities (SEND), in their development.
- The childminder and her assistant skilfully plan activities in response to children's personal needs and interests. For example, they interact with children skilfully to support them to learn about dinosaurs. Children share new vocabulary, learn to recognise colours and dinosaur names, and develop fine motor skills as they share stories, sing songs and colour pictures of dinosaurs.
- Children develop an understanding of healthy lifestyles. For example, the childminder uses PJ the teddy bear to help them learn about good oral health and how to clean their teeth effectively. Children enjoy opportunities to be active and they develop important physical skills as they ride bikes, play in local parks and practise yoga. However, the childminder does not consistently support

children to learn about healthy foods. For example, as children eat snacks and meals, she does not talk to children about foods that are healthy and good for them to eat.

- As children play, they are supported to develop a good understanding of mathematical concepts. For example, as children mix soil and water together to make 'gravy', the childminder models vocabulary such as 'full' and 'empty' to describe the containers that children fill with water. Children also practise their counting skills as they are encouraged to count the scoops of soil added to their containers when attempting to thicken their gravy.
- The childminder evaluates her provision effectively and seeks professional development opportunities to build on her already good knowledge of how young children learn. She explores topics online and seeks the advice of professionals to help support the personal needs of children, including children with SEND, in her care.
- The childminder and her assistant work collaboratively as a team. The assistant receives regular supervision sessions and feels very valued and supported in her role. She appreciates the many opportunities she has to undertake training that develops her skills and knowledge further for the benefit of the children in her care.
- Children enjoy outings to local parks and playgroups. They benefit from attending these groups, where they have opportunities to develop social skills with a wider group of children. They are encouraged to develop skills of independence. Children follow simple hygiene routines, put on their own shoes and help to clear away toys and resources independently.
- Parents speak very highly of the care and education their children receive. The childminder has built good relationships with families and regularly communicates with parents about their children's learning and the progress they make. Parents feel that they know how to support their children's learning at home.

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:

- plan and incorporate opportunities to support children to develop an understanding of healthy eating.

Setting details

Unique reference number	EY420293
Local authority	Birmingham
Inspection number	10351046
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	12
Number of children on roll	17
Date of previous inspection	1 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant, and she and her assistant hold an appropriate qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Sue Bradford

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 childminder showed the inspector around the setting and explained the curriculum she provides.
- The inspector evaluated a planned activity with the childminder and discussed the impact of teaching on children's learning.
- The inspector read written testimonials from parents. She also spoke with parents to seek their views on the quality of the setting.
- The inspector observed children's play indoors and engaged with them at appropriate times.
- The inspector reviewed relevant documentation, including the childminder's training and suitability records.

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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