

Childminder report

Inspection date:

6 November 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 creates a warm, nurturing and well-organised environment where children feel safe, secure and valued. She builds strong and caring bonds with children and their families. The childminder enriches children's experiences through special trips, such as visits to a farm, outings to watch aeroplanes, opportunities to see steam trains, visits to the local bowling alley and special birthday meals out at restaurants. These activities help children to understand more about the world, build their social skills, and spark their curiosity and confidence in new environments. The childminder has a strong understanding of child development and plans activities that keep children motivated and engaged in learning. She encourages exploration and independence by focusing on children's interests, along with what they need to learn next. For example, younger children enjoy exploring sounds by banging wooden spoons on saucepans, while older children practise hand-eye coordination and small-muscle movements by transferring corks between pans. These carefully planned activities, blending both adult-led and child-initiated play, keep children engaged for extended periods and support progress across the areas of learning.

The childminder promotes positive behaviour by consistently modelling kindness and helping children to manage their emotions. She provides support during moments of upset and reinforces positive behaviour by encouraging turn-taking during a penguin game. She is kind and caring towards children, and they enjoy her cuddles, comfort and reassurance. As a result, children develop good behaviour, positive attitudes to learning, and the skills to resolve conflicts and play cooperatively.

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

- The childminder is dedicated to continuing to enhance her practice and providing enriching learning experiences for children. She is reflective in her work and proactively seeks training to extend her knowledge further. She collaborates with local childminders to exchange ideas and expertise. The childminder understands the importance of transition and sharing information appropriately. She communicates with other settings and attends events such as school open days. This approach helps ensure that children experience a smooth transition into their future learning environments.
- The childminder builds strong partnerships with parents from the start, gathering detailed information to help children settle quickly. She keeps parents updated on children's progress with daily conversations and photos of their activities. Parents are highly satisfied and appreciate the personalised approach, as well as the guidance for learning at home. This all contributes to helping children to progress.

- The childminder understands how to support children's learning and quickly identifies any delays in a child's development. She takes swift action to liaise with external professionals and parents to ensure that the support is effective. The childminder is reflective in her approach and strives to provide children and families with the high-quality care and support needed.
- The childminder includes mathematics naturally in her daily activities and routines. She provides opportunities for counting and number recognition, and she helps children to understand mathematical language. For example, she counts teeth with them during an oral health activity, points out numbers on vehicles while out on walks, and uses words like 'full' and 'empty' during play. This helps to build children's awareness of basic mathematical concepts.
- The childminder offers engaging activities that capture children's attention, such as water play with floating and sinking objects. She prioritises the development of children's communication and language skills by involving them in regular conversations and including the repetition of key words. Through asking age-appropriate questions and giving children time to respond, the childminder helps to expand their vocabulary.
- The childminder fosters independence well. She supports children to take responsibility for tasks during lunchtime, for example, chopping bananas and spreading butter on their toast. She encourages children to put on their coats and boots for outdoor forest school sessions. This helps to build on their practical self-care skills. This focus on independence supports children's coordination, builds their confidence and nurtures a strong sense of accomplishment as they take ownership of tasks.
- The childminder generally teaches children about living a healthy lifestyle. For instance, she has discussions with them about healthy eating and keeping their teeth clean. The childminder supports children to learn how to manage their personal care, such as wiping their noses. However, she does not consistently implement handwashing routines after some personal care tasks. This does not help children to learn about good hygiene practices and may contribute to the spread of infection.

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:

- Ensure consistent hygiene practices are followed to prevent the spread of infections and to promote healthy hygiene routines.

Setting details

Unique reference number	EY422170
Local authority	Birmingham
Inspection number	10370761
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 April 2019

Information about this early years setting

The childminder registered in 2011. She lives in Northfield, Birmingham. She operates from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Deborah Croft

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder discussed with the inspector how she intends to deliver the educational programmes for children.
- The inspector observed the interactions between the childminder and the children, and evaluated the quality of education being provided.
- The inspector spoke to parents during the inspection, and the written views of parents were taken into account.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.

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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