

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy in this setting. They are provided with rich, learning opportunities. The childminder's warmth and care enables children to feel confident and secure. Children constantly smile and talk as they choose from the various interesting learning opportunities on offer. They are delighted in their achievements, for example, they shout with pride when they count backwards to get to a correct number. Children increase their physical skills while moving their bodies to the beat of a well-known children's song. They are excited and enthusiastically say, 'again, again'. The childminder helps to enhance children's self-esteem by listening carefully to them before playing the song again.

Children engage exceedingly well in activities that cover all areas of learning. They concentrate at the table while they watch cornflour drip from their fingers into a tray. Children use words like 'gluey' and 'slimy' to describe the textures and how it feels in their fingers. Their learning is consistently evolving as the childminder extends the experience. For example, she adds play animals to the mixture and opens discussions about the animals' size, shape and habitat. Children are mesmerised as the childminder adds colours to the cornflour. They discuss what happens when two colours are mixed together and talk about patterns they can see.

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

- The childminder implements a curriculum that is extremely effective. Children flourish in the wealth of inspiring opportunities that support them to reach their full potential. They consistently learn new skills and build on their knowledge and understanding. Children make excellent progress.
- The childminder places a high priority on supporting children's development in communication and language. Children's vocabulary is continually expanded during meaningful conversations throughout the day. Their understanding of how to communicate effectively with others is rapidly increasing. For example, they learn how to respond to the childminder as she asks them how they feel and they listen to and follow the clear instructions given by her. These rich opportunities help prepare them for their future encounters.
- Children's independence is very well-supported. They take responsibility for their own care needs, for example, wiping their own noses and washing their hands confidently. Children enthusiastically help to tidy up after the activities and are eager to help the childminder prepare for snack time by spreading butter onto their toast.
- The childminder plans and provides a variety of experiences outside of the setting to support all aspects of children's development. For example, they visit the local shop to buy items which help children enhance their social skills and

learn about the value of money. Children's self-awareness of keeping safe is well-supported as they learn how to safely cross the road and travel on public transport. They go blackberry picking and learn how to make jam, which they later enjoy eating at snack time.

- Children's understanding of different cultures and diversity is expanded. The childminder reads books with them and talks with children about their own families. This helps children to understand and value differences and similarities. The childminder helps children learn about having respect for different family dynamics, such as same-sex parents and blended households. Children's understanding of cultures is enhanced during mealtimes as they discuss different diets and preferences.
- The childminder provides a fully inclusive setting which helps children with special educational needs and/or disabilities (SEND) to flourish. Children with SEND are exceptionally well cared for and make rapid progress in all areas of learning. The childminder uses her experience and knowledge to adapt and make changes to activities so that every child is involved. There is a strong sense of teamwork, for example, children learn from the childminder's inclusive ethos as they show a willingness to care for and help others.
- The childminder successfully makes links with local schools and outside agencies to provide a two-way flow of information about children's development. This helps to provide consistent and relevant learning opportunities for children to continue in their progression in the setting and elsewhere. Other professionals visit the childminder's setting. Children are helped to build relationships with them before transitioning on to the next setting in their educational journey.
- Parents are exceptionally happy with the care their children receive. They comment on the childminder's attentive nature towards the children and how well-supported they are in their development. Parents feel overwhelmingly happy about the rapid progress their children make and because of this, feel reassured. The childminder provides parents with excellent feedback and development information to enhance continuity between the setting and home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge about how to identify signs of abuse to help protect children from harm. The childminder knows who to contact should she require advice or has a concern. Furthermore, she has a proficient understanding of the roles and purposes of agencies, which is important if she requires specific or urgent support. Children's well-being is a priority in the setting and the childminder helps them to feel safe and secure. She listens attentively to what children say and responds exceptionally well to help children increase their trust in her and feel comfortable and confident in her care.

Setting details

Unique reference number	EY427382
Local authority	Birmingham
Inspection number	10116181
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 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	15 December 2015

Information about this early years setting

The childminder registered in 2011 and lives in Bartley Green, Birmingham. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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 this into account in the evaluation of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the children's learning.
- The childminder and inspector held discussions at appropriate times throughout the inspection.
- The inspector viewed relevant documents and reviewed evidence of the suitability of all adults living on the premises.
- The inspector spoke to parents 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