

# Childminder report

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Inspection date: 18 October 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and well settled with the childminder. The childminder knows the children very well. Children have built close and warm relationships with her. This helps them to feel safe and secure in her care. Children happily take their time to explore and select the play resources that capture their interests. For example, they look at and feel the textures of different shells and examine pinecones. They happily share these with the childminder and each other. Children behave well. Toddlers readily use their good manners and show respectful behaviours towards the childminder. They respond well to the childminder's gentle reminders to be kind and let other children have a turn to play. Children smile happily when they receive praise from the childminder for their positive behaviours. This helps them to learn the behaviour that is expected of them.

Children are enthusiastic learners. They listen to and follow the childminder's clear instructions. For example, they turn shaped crayons in a particular direction so that they all fit into the tin. Children gain the skills and knowledge they need to prepare them for their next stages in learning and the eventual move on to school.

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

- The childminder uses a curriculum that is ambitious for what she wants children to learn while attending. She sequences the steps that children need to learn effectively so that children continually build on their knowledge and skills over time. The childminder gains the information she needs from parents when children first start. This enables her to make plans for what she wants them to learn from the outset.
- Communication and language are promoted well. The childminder uses a range of songs, rhymes and familiar stories. For example, children enjoy sitting together with the childminder to hear a story about a popular woodland creature. Children smile and are keen to recite the repeated lines they know with lots of smiles.
- The childminder takes children out regularly to visit playgroups, parks, the woods and the local community centre. Children explore nature through the seasons and collect objects, such as pine cones and leaves, to bring back to the childminder's home. Children have regular opportunities to play amongst larger groups of children. This helps to develop their confidence and social skills.
- The childminder places high emphasis on children becoming independent. Children have opportunities during routine activities to learn how to do things for themselves, for example, to manage their personal care and to tidy away their toys.
- Children learn about how to keep themselves healthy. The childminder talks through and demonstrates the process of washing hands correctly for the

youngest children to learn. As a result, toddlers follow this process with very little support. Children know that washing their hands before meals, after wiping their noses and using the bathroom helps to keep them healthy.

- Children develop their physical skills in a range of ways, such as regular walks in the woods and using the equipment in parks to practise their balancing and coordination. They develop their hand-eye coordination through threading activities, which they thoroughly enjoy. Babies experience threading various sticks, straws and golf tees into the holes of utensils, while older children focus and make attempts to thread their chosen leaves onto a string.
- The childminder uses self-evaluation effectively to help her identify areas of her provision that she wishes to develop. She attends training, such as for autism awareness, to keep her knowledge current. She has intentions to begin further training to take her knowledge to a higher level and enable her to support the children and their parents with advice and guidance on managing challenging behaviours. However, the training is not yet completed to enable families to more fully receive all those benefits.
- Parents say they are delighted with the childminder. They say how well their children are developing. Parents particularly comment positively on the information they receive about their child's care and learning and the suggestions that the childminder gives for how they can continue to support their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duties and responsibilities to protect children from harm. She has a secure knowledge and understanding of signs that may indicate that a child is at risk of abuse. She knows the local safeguarding procedures she must follow in the event she has concerns about the welfare of a child. This includes if an allegation is made against herself or a household member. The childminder makes routine checks in her home to ensure that it is safe for children to attend. The childminder maintains her paediatric first-aid training to keep her knowledge of how to treat minor accidents and injuries current.

## What does the setting need to do to improve?

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

- develop the planned professional development opportunities to raise knowledge to a higher level and enhance the provision of support and guidance for children and their families.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY433292                                            |
| <b>Local authority</b>                             | Birmingham                                          |
| <b>Inspection number</b>                           | 10308352                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 6                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 6                                                   |
| <b>Date of previous inspection</b>                 | 29 March 2018                                       |

## Information about this early years setting

The childminder registered in 2011. She operates all year round, from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

## Information about this inspection

**Inspector**  
Suzanne Taylor

## 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 their evaluation of the childminder.
- The childminder and the inspector completed a learning walk discussion together to talk about the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and reviewed the written information that was provided. The inspector took account of their views of the childminder's provision.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting was 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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