

Childminder report

Inspection date:

8 January 2020

Overall effectiveness	Good
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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

The childminder provides children with a home-from-home environment. She implements a child-centred approach to learning through play. The childminder is warm, caring and sensitive to every child's needs. Children are happy, content and show they feel safe in her care. Babies' and children's emotional needs are given the highest regard. This helps them to become confident and self-assured, ready for their future learning. Children behave well. Babies are eager to explore their environment, and they are curious and inquisitive. They love the enthusiasm in the childminder's voice as she reads stories to them. Older children enjoy the time they spend with the childminder after attending nursery. They persist at tasks, such as completing puzzles they are interested in. The childminder places a strong focus on outdoor learning. She ensures that children are dressed appropriately so they can enjoy being outdoors in all weathers. Children visit the allotment daily, either to take part in specific activities or during their walk to and from school. They enjoy planting and growing vegetables and have lots of opportunities to meet people from the community. Children show a keen interest in nature and excitedly talk about the squirrel they can see. They have recently been bird spotting and spend time making bird feeders for the birds that visit the garden. The childminder supports children to develop their physical skills as they use age-appropriate equipment and manage their own risks safely.

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

- The childminder has a good overview of her provision. She seeks feedback from parents and is regularly looking at ways to develop her practice further. The childminder is a qualified teacher. She attends mandatory training in line with requirements. In the past, the childminder has attended some additional training, which has provided her with ideas to enhance her provision. However, there is scope for her to become more reflective and focus her professional development on raising the quality of her provision to the highest level.
- Partnerships with parents and teachers from other settings that children attend are good. The childminder uses effective communication methods to share and gain information to support children's individual needs. She builds on children's interests from home and complements the learning taking place in nursery. This helps to ensure a consistent approach to children's care, emotional well-being and learning. Parents say they are delighted with the care and provision that the childminder provides.
- The childminder observes children, identifies their next steps and assesses their progress. She plans her curriculum based on topics, children's interests and what they need to learn next. Her teaching is good and she adapts her activities to involve all children. The childminder recognises when to provide more challenge to extend the learning taking place. Children make good progress across all

areas of their learning.

- Children develop the skills they need to be ready for school. The childminder encourages children to count and to recognise quantities. She introduces shapes and talks about sizes to develop children's understanding of mathematical concepts. The childminder provides ample opportunities for children to develop the skills they need in preparation for writing. She encourages them to make large and small movements with their bodies. She provides activities to develop fine motor skills, such as using play dough and associated tools safely. The childminder encourages babies and children to make marks. Older children give meaning to the marks they make and are beginning to form recognisable letters. However, the childminder does not consistently offer babies and children a wider range of media and materials to enhance their creativity and to give them more opportunities to develop their own ideas for learning.
- The childminder supports children's language, including those who speak English as an additional language, exceptionally well. Parents speak very highly of the way that the childminder has helped their children to reach a good standard of English. The childminder captures babies' and children's attention as she uses props and actions when singing songs and rhymes. She models language to support babies' emerging language and asks questions to extend older children's thinking. Babies demonstrate their understanding as they follow instructions, and they make their needs known. Older children are confident communicators.
- The childminder gets to know children well and ensures that their personal care needs are met. Children are provided with a healthy, balanced diet. They are supported to develop their independence and to manage their self-care.
- The childminder is a strong role model. She explains expectations and boundaries calmly and sensitively. Children share and take turns, and they are learning the consequences of their actions. The childminder encourages children to resolve their own conflicts. She talks to children about their feelings and helps them to become emotionally secure.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has rigorous procedures in place to ensure that she offers children a safe and secure environment. She supervises children well and assesses the risks to keep them safe in her care. The childminder is fully aware of her responsibilities to protect children from harm. She has a good understanding of the different types of abuse, including wider safeguarding concerns. The childminder completes regular training to ensure that she keeps up to date with changes in legislation and guidance. She is fully aware of the procedures to follow if she has a concern about a child in her care.

What does the setting need to do to improve?

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

- continue to reflect on practice and enhance professional development opportunities further to raise the quality of the provision to the highest level
- provide more opportunities for babies and children to experiment with a wider range of media and materials to build on their creativity and develop their own ideas for learning.

Setting details

Unique reference number	EY436530
Local authority	Birmingham
Inspection number	10061609
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in Birmingham. She operates during term time from 8.15am to 5.15pm, on Tuesday, Wednesday and Thursday. The childminder has qualified teacher status.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector had a tour of the premises and discussed the childminder's plans for how she promotes each child's learning.
- The inspector observed a range of activities and evaluated the impact of the quality of teaching on children's learning. The inspector asked the childminder to evaluate one of her activities.
- The inspector spoke to the childminder at appropriate times during the inspection and discussed her evaluation and monitoring of the provision.
- The inspector looked at documentation, including training certificates and evidence of the suitability of the childminder and adults in the household.
- The inspector looked at feedback from parents and took account of their views. The inspector spoke to and interacted with the children.

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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