

Childminder report

Inspection date: 2 March 2022

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

The provision is good

Children build strong, warm and genuine relationships with the childminder. They approach her for cuddles and reassurance, helping them to feel safe and content. Children independently choose books, inviting the childminder to sit and read with them. They become absorbed in stories as the childminder skilfully maintains their interest by using exciting and engaging voices. This helps to promote their love of books and strengthens early literacy skills. Children develop their understanding of the world as the childminder asks questions that encourage thinking. For example, she asks children to predict what might happen next, when reading about the life cycle of a caterpillar.

Children behave well and display superb manners, saying 'please' and 'thank you', without prompts. They show respect for their environment and resources. Children demonstrate a good understanding of routines, returning toys and books back to where they belong, before moving on to other activities. They also listen and act on gentle guidance, such as reminders to put the lids back on glue sticks. Children react well to regular encouragement and praise for their efforts, such as 'high fives' from the childminder. This helps to build their motivation, self-esteem and sense of achievement.

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

- The childminder has high expectations for children. She uses relevant guidance to assess children's progress, identify next steps and deliver high-quality teaching. Children are confident and inquisitive and access an inspiring range of activities and resources. Children enjoy exploring the role play kitchen, broadening their imagination as they play.
- The childminder gets to know children very well and incorporates their interests into day-to-day learning. While the childminder encourages children to independently choose activities and resources, she occasionally offers other suggestions that children explore, instead of their own. For example, when children choose a non-fiction book to read, she suggests they read a fiction book instead. Children then miss the learning experience non-fiction books can offer and the chance to develop confidence and build on their own ideas even further.
- Children benefit from daily visits to the park or woods. They are active in the fresh air, jumping in puddles and collecting sticks, which helps to aid their physical development. Children learn about nature and the natural world. They talk about being 'weather warriors', enjoying the outdoors no matter what the season. The childminder extends this by teaching children enjoyable songs about embracing the weather.
- Children access diverse experiences within the local community, which helps enhance their understanding of the world around them. Children enjoy walks to

the local shops, bus trips and outings to the library. The childminder ties in outings with current themes of learning. For example, when learning about ice and snow, they visit an ice rink. A local fishmonger van visits the setting once a week. The childminder links this to discussions about food, broadening children's knowledge of healthy eating.

- The childminder uses a range of methods to communicate with parents, including daily discussions and online messaging. The childminder completes the progress checks for children between the ages of two and three years. However, this information is shared through an online system which is not always easily accessible to parents. Nevertheless, this has minimal impact as parents are well informed about children's learning, development and next steps through other effective measures.
- Parents speak very highly of the childminder and the care their children receive. The childminder seeks the views of parents through questionnaires, to evaluate the service she provides. Parents comment on how their children have come on 'leaps and bounds' in areas such as speech, colour recognition and numbers. They feel there is good two-way communication and they always feel listened to.
- The childminder demonstrates a commitment to build on her knowledge. She completes necessary training and uses online forums to keep up to date about developments in early years practice. She considers various educational approaches and uses this information to set out resources in a way that boosts engagement and sparks children's curiosity. The childminder is reflective and identifies areas where she would like to strengthen her practice, such as how she fosters children's understanding of technology.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the possible indicators that a child may be suffering abuse, neglect or harm. She knows what actions to take and how to report concerns to the relevant agencies. She maintains accurate records and keeps her training up to date in relation to paediatric first aid and safeguarding. Children are well supervised at all times. The childminder ensures a clean and secure environment for the children. Sufficient risk assessments are carried out inside and outside the setting to keep children safe.

What does the setting need to do to improve?

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

- review how the two year progress check is shared, to help ensure the information is easily accessible to parents
- follow children's interests consistently as they play, to help encourage their own ideas and develop their confidence further.

Setting details

Unique reference number	EY436736
Local authority	Birmingham
Inspection number	10116194
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	3 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 November 2014

Information about this early years setting

The childminder registered in 2011 and lives in Hall Green, Birmingham. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She collects children from the local schools and pre-schools. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Vicky Kingham

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector and the childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation and evidence of the suitability of adults living or working on the premises.

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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