

Childminder report

Inspection date: 2 October 2024

Overall effectiveness	Good
------------------------------	-------------

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 a safe and well-organised environment for the children in her care. The clear routine and use of resources and activities are focused on preparing children for their next stage of learning, including school. For example, a daily circle time and story session is welcomed by children as they learn to recognise their names. The childminder skilfully reinforces words, such as slippery, fuzzy, prickly and rough, as children enjoy exploring the textures in the book. The childminder successfully promotes language for older children. For example, children thoroughly enjoy her interactions and are eager to talk about the structures they create with the constructions toys. The childminder uses their play well to build on mathematical language and concepts.

The childminder plans a clear learning intention for activities and often uses children's interests to motivate them to take part and learn. For example, children are immediately eager to draw on the roll of paper stuck down to the floor and use stickers to decorate the paper. Children, including babies, are comfortable and enjoy exploring the learning environment. The childminder recognises that children need to feel emotionally secure, and fosters close relationships with them.

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

- This extensive learning environment, both indoors and outdoors, offers children rich learning experiences to inspire them to learn. The childminder creatively incorporates visits to the local nature centre and woodlands to help children learn about the natural world and animals. These rich, first-hand experiences are creatively used and linked to all areas of learning to help children make good progress.
- The childminder spends her time getting to know each child and what motivates them, and she incorporates these interests into her planning of activities. For example, she uses children's interests in dinosaurs and animals to teach them about life cycles and habitats, and children understand the concept of hibernation.
- The childminder has high expectations for all children and she places a clear focus on them taking on extra responsibility and increasing their confidence. For example, children help to tidy up, and competently cut the fruit and vegetables ready for their lunch. Children are given the time they need to complete tasks for themselves, such as washing their hands and dressing themselves.
- Strategies to consult with parents are effective to help include them in their children's learning. For example, parents are kept up to date about their children's achievements and areas for further development. Parents report that they are extremely satisfied by the level of information they receive about their children's care and progress. The childminder offers good support to parents on

issues, such as sleep routines, potty training, and limiting screen time.

- The childminder provides an inclusive environment and there are effective strategies in place to support children with special educational needs and/or disabilities. She encourages children to consider the needs of others and how to be kind to each other. Children behave well and work together, negotiating as they play.
- The childminder regularly makes observations of what children enjoy and their development, and effectively uses this information to help plan interesting activities. Children are often inspired and thoroughly enjoy playing and learning. However, during group activities the childminder does not always plan effectively for the mixed-age group of children taking part. Consequently, on these occasions the youngest children do not fully participate and get the very most from the experience on offer.
- The childminder provides a rich range of language and models language during her interactions. She uses songs to help children sing along during routine tasks and during activities, and gives them age-appropriate explanations to help them understand. The most-able children particularly enjoy conversations and are eager to join in. However, on occasions the childminder does not create opportunities for the least vocal children in the group to speak.

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:

- plan robustly for group activities, so that the youngest children can fully participate and get the most from the experience on offer
- increase the opportunities for those children who are not as vocal to speak during group activities, to help further increase their confidence and communication skills.

Setting details

Unique reference number	EY443095
Local authority	Birmingham
Inspection number	10364144
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 January 2019

Information about this early years setting

The childminder registered in 2012 and lives in the Northfield area of Birmingham. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education places for two-, three- and four-year-old children. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at a sample of the childminder's documentation. This includes information about the suitability of household members and her policies and procedures.
- The inspector took into account the views of parents.

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 2024