

Childminder report

Inspection date: 3 October 2022

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

Children are extremely happy to attend the childminder's home. They are safe and secure and vastly grow in self-confidence. Children have a positive attitude to learning and are eager to explore resources in the environment. They develop a well-established sense of achievement and are proud of what they have accomplished. Babies are nurtured and have a secure relationship with the childminder, often interacting with her and coming for a cuddle.

Children have vast opportunities to be creative. They explore and investigate the world around them, using mixed media to think of their own ideas of what to create. For example, older children make aeroplane wings from paper and role play being an air force jet. They make pinhole pictures at Halloween and make patterns in clay with natural resources they have found on their trips in the community.

Overall, children are mostly well behaved. They mostly listen to instructions and are kind to one another. For instance, older children look after babies and help them onto ride-on toys. Children share and take turns in looking at sensory bottles on a lightbox. However, at times, the childminder does not consistently implement behaviour management techniques. This results in children not always following the childminder's instructions and younger children copying older children's behaviours.

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

- The childminder uses an array of training to evaluate and evolve her practice. She is highly reflective and always wants to ensure the children are progressing. The childminder tailors her activities to meet children's individual next steps and needs. Children progress well, especially in the prime areas of learning.
- Children become confident in using their language skills. For instance, they voice their own opinions and ideas while taking part in drama lessons and acting out stories with professional actors at forest school. They discuss the legs on an insect, its distinct markings and where animals might live. Children discuss a hippopotamus' habitat and that they are both water and land bound. They look at their sharp teeth and converse about what they might eat. They learn to talk about the differences in size of wild animals and why that might be.
- The childminder has a passion for nature. Children have many opportunities to access experiences they might not receive at home. For example, they visit the botanical gardens, aquarium and the discovery centre. Children find an old bird's nest and investigate the materials birds have used to create it, such as moss, feathers and hay. They watch as a chrysalis becomes a butterfly and get to hold the butterfly, learning about how to care for living things. Children enjoy Birmingham's 'PoliNations' event and explore sensory walls for touch and smell.

They learn about the history of plants and how a plant grows.

- The childminder promotes healthy living effectively in everyday activities. Children learn about healthy foods and where their food comes from. They plant seeds and watch as a variety of vegetables and fruit grow, such as tomatoes, courgettes, potatoes, strawberries and cucumbers. Older children learn how to propagate their food by using their fine motor skills to cut and explore the seeds in tomatoes. They pick out the seeds to dry them out, ready to restart the planting process.
- The childminder believes in fully embedding children into the community to learn about the world around them. Children learn about respecting others, tolerating similarities and differences and understanding how each individual is unique. Children try different foods from around the world, celebrate various festivals and immerse themselves in different cultural traditions. They benefit from resources and books that represent different disabilities and help them to understand that not everyone is the same.
- Parents are ecstatic with the high-quality care their children receive. They state the children learn a vast amount and progress well. Effective bonds between parents and the childminder allow parents to be fully immersed in their children's learning. Parents feel their children get to experience a lot that they would not experience at home. They state the childminder is nurturing, supportive and educational, not only to their children but also to themselves. Parents receive frequent information about their children and always feel they can talk to the childminder about concerns they have about their children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is strong. She is aware of signs and symptoms that may indicate a child is at risk of abuse. She is vigilant to an array of child protection matters, such as the 'Prevent' duty and female genital mutilation. She keeps up to date with local concerns and procedures and knows how to refer a child of concern. The children's safety is of the utmost importance. The childminder assesses her environment to limit the children's exposure to risks. Children are safe 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:

- further embed consistent behaviour management techniques to help children regulate their own behaviour and understand why rules are in place.

Setting details

Unique reference number	EY446105
Local authority	Birmingham
Inspection number	10235757
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in Stirchley. She operates her provision during term time, from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

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 that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and childminder talked about the leadership and management.
- The inspector talked to parents to seek their point of view.

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