

Childminder report

Inspection date: 15 November 2023

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

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming home for children. She enjoys the time she spends with them and supports their individual needs very well. Children are happy and have a strong bond with the childminder. This supports their emotional well-being and gives them the confidence to explore the environment.

The childminder explains what she wants children to learn. She gathers information from parents before children start, about their routines, likes, dislikes and stage of development. She uses this information to plan for children's next steps in their learning. The childminder is a good role model. She provides lots of praise and encouragement and this helps children to behave well and to show a positive attitude to their learning.

Children's physical development is promoted very well. Children develop their large muscle skills as they run and play outside. They climb on play equipment and enjoy playing on the slide. Children show good control as they start to kick a football and chase after it. The childminder interacts with children throughout their play. She demonstrates and models these skills to extend children's learning.

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

- The childminder completes all mandatory training. She is also keen to extend her own learning and knowledge. She keeps herself up to date through reading and meeting other childminders to discuss activities and ideas. This enables her to widen her knowledge and the experiences she is able to offer children in her care.
- Partnership with parents is positive and communication is good. The childminder provides parents with daily updates on their child's progress and individual achievements. The childminder shares ideas and suggestions on what parents can do at home to support their child's learning. This helps provide a consistent approach to children's care and learning.
- Children receive healthy and nutritious food and snacks. The childminder makes sure they understand the importance of fresh air and exercise. She also teaches children about oral hygiene. As children play with dolls, they pretend to brush the doll's teeth. This helps them to start to understand the importance of how to brush their own teeth.
- Children learn self-care skills and independence. The childminder supports children to wash their hands before meals and when needed. She encourages them to put their own coats and shoes on. This helps to prepare children for their next stage of learning.
- The childminder supports children's developing language skills. For example, she talks with children about what they are doing as they play. She also reads stories

and sings rhymes and songs with them. However, the childminder does not consistently model sounds and words. This means occasionally, she does not extend children's vocabulary to help them develop their communication and language skills even further.

- The childminder introduces mathematical language into activities. For example, as they climb, she instructs them to find the red or blue step. When they play with dough, they recognise and name shapes as they cut with stencils. Children are encouraged to count objects as they build towers and tidy away.
- The childminder helps children to experience the local community and learn about the wider world. Children visit the shops and the library. The childminder also has a range of books on diversity. These support children to learn about other people, different communities, cultures and faiths.
- Children have opportunities during trips to the country park and local walks to experience sensory play through nature. For example, they collect leaves and conkers. However, when indoors, the childminder does not always provide enough opportunities for children to enjoy sensory play. For example, children make shapes using play dough. However, they are not given sufficient time to widen their sensory experiences and explore the texture.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The childminder has good procedures to keep children safe. The premises are well maintained and the childminder completes daily risk assessments to provide children with a safe environment. All doors and fences in the garden are secure. Any visitors to the premises sign in and daily attendance of children is recorded. The childminder is knowledgeable about the signs and symptoms of abuse. She demonstrates a good understanding of the local safeguarding procedures and agencies to contact if she has any concerns.

What does the setting need to do to improve?

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

- build on opportunities to extend children's vocabulary, in order to further develop their communication and language skills
- make the most of resources indoors to support children's independent sensory exploration and investigation.

Setting details

Unique reference number	EY446430
Local authority	Birmingham
Inspection number	10308374
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 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	8 March 2018

Information about this early years setting

The childminder registered in 2012 and lives in Yardley, Birmingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Clare Walton

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of parents' views during the inspection.

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 2023