

Childminder report

Inspection date: 4 July 2023

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

The provision is good

The childminder is warm and welcoming. She quickly settles children to play after the school run. Children are happy and have a strong attachment with each other and the childminder. They are confident as they follow the familiar routine of the day. Children self-register on arrival. They know to then take off their shoes and hang up their coats before they start to play.

Children are kind to each other and display good manners. For example, when playing a board game, they remind each other to take turns. The childminder is a positive role model. She listens carefully to children when they speak and she encourages them to take turns as they play.

Children's behaviour and attitudes to learning are good. They show curiosity and enjoyment. They play with items in a large plastic tray which support their learning about the story of 'The Gingerbread Man'. Children are eager to join in and recall parts of the story as they play. They explore putting the gingerbread man biscuit in water and observe the changes. They are curious as they see the biscuit slowly break up and start to dissolve. The childminder connects this to the story. She explains to the children that this is why the gingerbread man decided not to enter the river. This helps to increase the children's understanding of what happens in the story and why.

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

- The childminder has a clear and ambitious curriculum. She demonstrates a sound understanding of what children already know and need to learn next. Activities link to the children's interests. The childminder also supports each child's individual next stage of development. She skilfully meets the needs of children of different ages in her care. For example, she encourages babies to pull themselves upright ready for walking, while older children learn to squeeze tubes that contain icing to decorate biscuits.
- The quality of teaching is good. There is a strong focus on communication and language skills. Children listen to stories and sing rhymes. Babies watch the childminder talk and make sounds as she speaks to the other children. Older children develop their vocabulary. For example, as they observe biscuits dissolve in water, they become familiar with words such as 'soften' and 'broken'.
- The childminder provides good support for children with special educational needs and/or disabilities. She has strong partnerships with other professionals involved in children's care and learning. This means that children make good progress in their learning.
- Parents are very complimentary about the service the childminder provides. The childminder gathers information about each child when they start. She uses this

information to help children to settle quickly. Parents praise the sharing of information and daily communication. They describe the care as 'faultless'.

- The childminder takes children on a wide variety of outings to help broaden their experiences. For example, the children go shopping at the supermarket, visit a farm and go to local parks. They also attend music sessions at a local playgroup. This provides the opportunity for children to socialise with other children in the community.
- Children of all ages enjoy a range of sensory play. Older children play with ginger powder in play dough and explore their sense of smell. They have fun as they push the dough down and roll the ginger into the dough. Babies enjoy exploring paint in a clear bag. They move their hands around to push and squeeze the paint and mix the colours. This helps to introduce children to different sensory experiences.
- As children play, the childminder uses opportunities to develop their understanding of numbers. For example, as they play a board game, they use a dice. Children confidently count the dots and recognise the numbers on the dice. They also count as they move their counter and are supported to solve addition problems. This helps children to develop more confidence in counting and number recognition.
- Children enjoy nutritious snacks and meals. They understand why fruit and vegetables are good for them. They tell the childminder, 'They make us big and strong!' Children have access to regular drinks and enjoy lots of physical play outdoors. However, some of the older children's independence is not always promoted during toileting routines. This also includes using hand gel rather than handwashing during care practices.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. The childminder shows a good understanding of the possible signs of abuse and how to report any concerns. She accesses regular child protection and paediatric first-aid training. This ensures that the childminder's knowledge remains current. The childminder carries out thorough risk assessments of her home and for any outings the children have. There is an all-weather surface in the garden that minimises the risk of harm if children fall over. The childminder talks to the children about staying safe. For example, she discusses using scissors and cutlery safely.

What does the setting need to do to improve?

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

- help children to learn good hygiene practices, such as washing their hands
- prepare older children to use the toilet independently, ready for going to school.

Setting details

Unique reference number	EY448221
Local authority	Birmingham
Inspection number	10285356
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	3 October 2017

Information about this early years setting

The childminder registered in 2012 and lives in Birmingham. She operates all year round from 7.30am to 5pm, 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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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