

Childminder report

Inspection date: 17 March 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 uses a variety of successful strategies to encourage children to achieve the next steps in their learning. For example, she organises the layout of the room and provides the appropriate resources to encourage babies to walk independently. This, along with holding their hands and giving lots of praise, helps to motivate babies and develop their self-esteem. During such activities, the childminder encourages back-and-forth communication and uses commentary to develop children's language skills.

Babies enjoy a painting activity and investigate the marks they can make with their hands and their fingers. They babble and smile as they play. Babies crawl on the floor piano mat. This helps children to learn about cause and effect and develop their sense of hearing.

Children enjoy a range of activities that help them to start to recognise alphabet letters and their sounds. For example, they enjoy completing alphabet jigsaws, building words with the letter blocks and practising their early writing skills. During such activities, the childminder models how to say the correct sound of each letter. Children feel relaxed and safe and engage in new experiences.

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

- The childminder understands how to work closely with parents to help children settle in and thrive in her care. She demonstrates a range of effective settling-in techniques that take account of children's individual needs. Children form strong attachments with the childminder.
- The childminder provides a curriculum that deepens children's knowledge across all the areas of learning. She is very clear about children's strengths and interests as well as the knowledge and skills that they need to further develop. However, she provides fewer opportunities for children to fully develop their creative skills and explore a variety of textures and materials.
- The childminder helps the children to learn about the world in which they live and their local community. For example, she takes the children on visits to nature and theme parks. Here, children explore the natural surroundings and a range of animals. The childminder and the children regularly walk to the local shop to make some purchases. This, along with discussion, helps to consolidate children's learning of the real world.
- The childminder encourages children to learn about a range of festivals throughout the year. Additionally, she reads books to the children about valuing the differences in people. This helps children to learn to understand and respect cultural backgrounds that are different to their own.
- The childminder takes the children to the local outdoor playground. This helps

children to learn to take manageable risks and experience challenge in their play. Children enjoy daily fresh air and exercise in the garden. For example, children play with the ride-on toys as well as the slide.

- The childminder informs parents about the type of activities and experiences she provides for children, for example through daily chats and the sharing of photos. The childminder provides parents with a detailed progress check for children between the ages of two and three years to share with other professionals.
- The childminder provides children with nutritious and well-balanced meals and snacks throughout the day. However, she does not provide younger children with enough opportunities to develop their independence skills at mealtimes.
- The childminder places a strong focus on recognising and rewarding children's positive behaviour. She helps children to identify and name various emotions. This, along with reinforcing the simple house rules, helps children to behave well.
- The childminder continues to improve her knowledge and skills. For example, she undertakes online training on a variety of early years topics. The childminder works well with her co-childminder. Together, they identify the strengths and any areas for improvement within the setting. This, along with welcoming any suggestions from parents, helps her to reflect on her practice and improve the overall quality of the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular safeguarding training. She is vigilant in identifying any signs or symptoms that would cause her concerns about a child's safety or well-being. She knows the procedures she must follow if she has any concerns about a child. The childminder carries out thorough risk assessments of her home, her garden and any outings, so that any hazards are swiftly addressed. She consistently supervises children to ensure their safety at all times. The childminder follows good hygiene procedures to prevent any cross-infection.

What does the setting need to do to improve?

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

- extend opportunities for children to express themselves creatively and to explore a wide range of media and materials to develop their skills
- encourage younger children to develop increased independence skills during mealtimes.

Setting details

Unique reference number	EY449385
Local authority	Birmingham
Inspection number	10264703
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	0 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 June 2017

Information about this early years setting

The childminder registered in 2012 and works with a co-childminder in Stechford, Birmingham. She operates all year round from 7am to 7pm, Monday to Friday, except for family holidays and bank holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

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 this into account in their evaluation of the setting.
- A tour of the childminder's home was completed to make sure all areas used by children are safe.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder. The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.

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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