

Childminder report

Inspection date: 2 February 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are invited into a well-organised and safe space. Children who are new are given the support they need to help them settle and make use of what is available. All children develop very close relationships with the childminder and enjoy her interactions and company. There is a clear routine in place and children respond well when it is time for their snack. For example, babies are eager to sit in their highchairs and are supported well to feed themselves, the childminder utilises this time well to also read them a story. They enjoy listening to songs, when the childminder sings during routine care tasks, such as handwashing and nappy changes.

Children's interests and new experiences are incorporated well to motivate them to learn. For example, babies delight in using water on a mark-making water mat. They are intrigued to see the colourful marks the water makes and enjoy splashing the water. Children are proud and clap every time they make a mark and show high levels of engagement despite their young ages. Learning is made fun. For example, children are fascinated by the interactive elephant and the childminder sings along to the music and children rock and push buttons to make it move. Children learn to show care and concern for others as they offer babies dummies when they are upset.

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

- The well-qualified childminder successfully implements an educational programme centred on providing rich first-hand experiences to motivate children to learn. She places a high focus on children having the freedom to learn as they explore and interact with the natural world. She skilfully uses children's curiosity in their environment to teach children about the changing seasons, life cycles and animals and their habitats.
- The childminder develops very close relationships with parents from the very start and the induction process is carefully tailored to the needs of each child. Parents report the childminder has a deep knowledge of their children's personalities, preferences and interests. The constant sharing of children's learning and achievements ensures parents are kept up to date about children's progress and their next steps in learning. This helps ensure they share a joint understanding of children's needs.
- Children have daily opportunities to be outdoors in the fresh air and be physical and older children use a range of climbing equipment and wheeled toys. Babies are encouraged to lie on their tummies, roll, sit and reach for items. However, the childminder does not plan enough opportunities for babies to practise their walking skills and climb to help further extend their physical development. She provides healthy and nutritious meals and teaches children about the benefits of

eating a healthy diet to help promote their good health.

- The childminder uses a rich range of language during her interactions with children. She makes good use of songs and books to motivate children and increase their language skills. However, on occasions the childminder over talks and does not give babies enough time to respond and use non-verbal cues to help them communicate.
- Promoting children's personal, social and emotional development and health is given high regard. The childminder is attentive to babies' care needs and diligently follows their individual routines. She adopts a nurturing approach and is sensitive to their needs. She uses a positive range of strategies to help children be kind, share and respect each other's differences.
- The educational programme for expressive arts and design is strong. Children have plenty of opportunities to use a wide range of media and materials to make their creations. For example, children often use the natural items they find on walks to dip and roll in paint and express their ideas. The childminder skilfully uses these playful opportunities to reinforce what children have been learning about. Children are encouraged to act out familiar stories using props and enjoy using a range of musical toys and instruments.

Safeguarding

The arrangements for safeguarding are effective.

All members of the household are vetted and suitable. The childminder has a good understanding of child protection issues and the procedure to follow if she has a concern about a child. She carries out daily checks to ensure her home is hygienically clean and safe. There are effective systems in place to keep children safe on outings and they learn about crossing the road safely and water safety. The childminder works closely with parents to ensure older children are taught about the risks of the internet and social media. She helps children learn about respecting their own and others' personal space and the importance of talking to an adult, if they are worried.

What does the setting need to do to improve?

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

- provide babies with more time to respond during interactions and develop further the non-verbal cues used to help them communicate
- provide increased opportunities for babies to practise their walking skills and climb to help further support their physical development.

Setting details

Unique reference number	EY449823
Local authority	Birmingham
Inspection number	10263824
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 May 2017

Information about this early years setting

The childminder registered in 2012 and lives in the Rednall area of Birmingham. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first 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 the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector carried out a joint observation and held discussions with the childminder.
- 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 2023