

Childminder report

Inspection date: 13 January 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 provides a homely environment for children to learn and explore. Children arrive eagerly to come and see their friends. They have strong bonds with the childminder. She provides children with comfort and reassurance, and they feel safe and secure. Children benefit from a dedicated playroom that has a wide range of toys and resources. They have stimulating and exciting days with the childminder, where they are self-motivated to lead their own play. For example, children enjoy looking at photos of themselves and point out their friends they see. They tell the childminder how they painted their hands in the photo. The childminder responds, explaining that children enjoyed getting their hands messy. This supports children to recall and describe past activities.

Children enjoy exploring books and listening to stories. The childminder skilfully reads familiar books with children, where she extends their vocabulary to predict what happens by questioning them effectively. Children behave well and show care and concern for each other. The childminder has high expectations for the children and uses her positive role modelling to help them to act positively towards each other. For example, older children touch babies gently during the day to give comfort. Younger children are supported in their physical development and attempt to take steps. They are praised and recognised for their achievements.

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

- The childminder knows the children and their interests very well. She plans her child-led curriculum to build and extend children's learning. The childminder has good knowledge of child development to help children make progress and build on what they already know and can do. However, she does not consistently consider activities that could extend children's learning even further. Children are confident to engage with visitors. They politely share their ideas and tell them all about what they enjoy doing with the childminder.
- Children communicate well and engage in conversation with the childminder. For example, she questions them about making toast, and they eagerly go to the kitchen and help prepare toast to eat. The childminder offers suggestions for the children, to think about how long the toast will take to cook, singing a song with them as they wait. Children excitedly see the toast pop up and tell the childminder, 'Toast is ready'. They assist with spreading butter onto the toast safely. As a result, the childminder makes good use of practical daily routines to build children's language and communication skills.
- The childminder is passionate about the care and education of the children. Children enjoy being in her company each day. The childminder supports children with special educational needs and/or disabilities (SEND) well. She can identify and raise developmental concerns with parents. However, the

childminder has not fully established partnerships with other agencies to further support children and parents effectively.

- The childminder promotes children's health and well-being effectively. Children enjoy fresh air and exercise every day. The childminder provides them with healthy, home-made, nutritious meals and shares these with parents as part of her healthy eating policy. She ensures that children's oral care is supported, and promotes this with parents through daily discussion.
- The childminder understands the impact of the COVID-19 pandemic and the effect this has had on children's learning and development. She has identified that children's social interactions were impacted, and has gradually supported children to develop their social skills. Children are taken on regular outings in the local area to strengthen their social skills, and now enjoy visits to the local library and the wider community.
- Partnerships with parents are strong. Parents are complimentary about the care, learning and love children receive each day. They report that they are regularly updated about the children's development and progress. Parents comment on the childminder's flexibility when their work schedules change.
- The childminder shows a strong commitment to her continued professional development. She ensures that her training is up to date and keeps her knowledge current. The childminder uses training undertaken to improve her daily practice. She has recently updated her food safety training and is booked onto further training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She understands the signs and symptoms of abuse that could indicate a child is at risk of harm. The childminder confidently explains what actions she would take, in a range of safeguarding scenarios. She has good awareness to report any concerns regarding children or her suitability. The childminder has effective understanding of 'Prevent' duty, county lines and radicalisation. She undertakes regular safeguarding training. The childminder ensures that her home is safe for children, and regularly risk assesses toys and equipment to ensure they are free from hazards. She supervises children well to maintain their safety at all times.

What does the setting need to do to improve?

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

- differentiate activities even more effectively to provide individual children with appropriate levels of challenge
- strengthen existing opportunities to establish partnerships with other agencies, to further enhance SEND support to a higher level.

Setting details

Unique reference number	EY464332
Local authority	Birmingham
Inspection number	10263216
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2013. She lives in the Castle Vale area of Birmingham. The childminder operates from 7am to 5.30pm Monday to Friday, all year round, except for family and bank holidays. She is eligible to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

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 her evaluation of the childminder.
- The childminder showed the inspector the premises and discussed the safety and suitability of her home.
- 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 provided and assessed the impact that this was having on children's learning
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of parents' written 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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