

Childminder report

Inspection date: 22 June 2022

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

Children are happy and have fun in the childminder's home. They develop warm and close relationships with the childminder and her assistant. This helps children to feel safe and secure in their care.

Children confidently explore the space indoors and outdoors. They readily explore the resources that are arranged specifically to stimulate their interests. Children make independent choices about the toys they play with. They are eager to play with the childminder and her assistant and show high levels of engagement in activities. For example, children sit together to make tea and prepare food for a picnic. They set out the resources they need. Children show care and concern for the childminder and visitors. They say, 'be careful, the tea is hot'.

All children behave well. They play cooperatively together and learn to take turns during play and conversation. They respond well to the childminder's reminders and routinely use good manners. Children are industrious and keen to show what they know. They show interest in new information, such as how some toys can be used. As a result, all children gain the skills and understanding they need in preparation for their future learning and their eventual move on to school.

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

- The childminder has a clear intent for what she wants children to learn. She uses information gained from parents when children first start to plan for what each child needs to learn next. The play environment is arranged in line with each child's interests to stimulate their engagement in learning.
- The childminder and her assistant know each child well and skilfully include opportunities for children's learning during their play. For example, children show an interest in sea creatures. They sit together and are eager to say the names of the different creatures. The assistant carefully moves the discussion on and children begin to sort the creatures by type and colour. Older children practise their counting skills as they discover how many there are altogether.
- Promoting communication and language is a particular strength in the setting. The childminder speaks clearly and engages children in lots of interesting conversations about a wealth of subjects. Children readily share their views and ideas. All children speak clearly and confidently, and use well-structured sentences. They use the new vocabulary they gain to describe and explain what they do. As a result, all children, including those who require some additional support, make rapid progress in their speaking skills.
- Children have great fun as they play with water in the childminder's garden. They add some sea creatures to make them swim. When bubbles are added to the water, children use different-textured sponges and create even more

bubbles. They giggle together as they blow on the bubbles, which fly into the air and land on others. Children recall a previous activity and move on to wash the toy cars. They remember to stand on the pergola step to reach the roof as they clean.

- Independence is promoted well. Children take off and put on their own shoes. They feed themselves with appropriate cutlery and enjoy tidying away after mealtimes. Older children manage their self-help skills in the bathroom and practice good hygiene routines as they wash their hands after using the toilet and before meals.
- The childminder ensures that she and her assistant complete the required training to keep their knowledge up to date. She uses research for some subjects to further her understanding. However, she has not yet used opportunities for her and her assistant to attend training that will enhance the provision for children and raise the quality of education to the highest possible level.
- Children have some opportunities to learn about the similarities and differences in others. However, the childminder does not yet extend these activities to help children to learn about the cultures and customs of others in our wider communities. This would help children to develop a further understanding and tolerance of others and what makes them unique.
- Parents speak highly of the childminder and her assistant. They say that their children are happy and very well cared for. They remark on how well their children are developing, particularly in their speaking and language skills. They value the communication they receive about their child's care and learning progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to keep children safe and protected from harm. They know signs and symptoms that indicate that a child may be at risk of abuse. They understand the local procedures they must follow in the event of concerns about children. They also understand the procedures to report an allegation against an adult working with children. The childminder keeps her documentation maintained, which contributes to protecting children's welfare. Routine checks are made in the childminders home to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- seek training opportunities to help raise the quality of education to the highest possible levels and improve the outcomes for children even further

- increase the opportunities for children to learn about the similarities and differences in others in our communities to further develop their tolerance and understanding.

Setting details

Unique reference number	EY464815
Local authority	Birmingham
Inspection number	10219779
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 11
Total number of places	12
Number of children on roll	19
Date of previous inspection	31 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Birmingham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with an assistant. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

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.
- The childminder and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching within an activity took place between the childminder and the inspector.
- The inspector took account of the views of parents from the written information provided.
- The inspector spoke to children and the assistant at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of those living and/or working on the premises.

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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