

Childminder report

Inspection date: 21 May 2024

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

This highly qualified childminder ensures play, both indoors and outdoors, is rich and stimulating. She lets children take charge of their play and they confidently decide what to do. For example, outdoors, children use the various natural items in the role-play kitchen and independently use the water dispenser to make their creations. The childminder engages children well in discussions about what they are doing, and babies are given the time they need to explore using their senses. The childminder sequences activities well to help build on children's prior learning. For example, children pick mint from the garden and use real sliced oranges, lemons, limes, blueberries and strawberries with the dough they have made. The childminder places a sharp focus on teaching children about the sweet and sour tastes and about colours. She helps children recall what they can remember about the mint and how they have cared for the herbs to help them grow.

The childminder develops warm, responsive relationships with children, which helps them feel safe. She knows children's individual routines well. She immediately recognises when babies are hungry and comforts them when tired. She helps children recognise their feelings and encourages them to think of flexible ways to resolve any disputes. She has high expectations for all children and helps them develop a positive sense of self. For example, children are proud when they successfully use the toilet and are excited to receive their reward sticker.

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

- The childminder has a deep understanding of how to provide children with enjoyable experiences to help them make good progress. She provides excellent first-hand experiences to help children connect to the natural world and discover outdoors. For example, children attend weekly forest-school sessions and develop their fascination about the changing seasons and nature.
- The childminder observes children daily to find out what they enjoy and can do. She uses this information to help her plan motivating learning experiences. The childminder sensitively interacts with children and joins in their play. She skilfully combines fun mathematics and literacy experiences to help them progress. Children learn to recognise their names and begin to show an interest in the letters of the alphabet.
- The childminder provides a rich educational programme around children's interests. She successfully incorporates books and songs into the routine and during activities to engage and motivate children to learn. She places a high focus on supporting children's communication and language. For example, during her playful interactions, she increases children's vocabulary and introduces new concepts and ideas. Children enjoy conversations and are often intrigued and ask questions.

- The childminder builds strong relationships with parents and works closely with them to help identify any areas where children may benefit from additional support. For example, she offers advice and guidance on issues such as sleep routines and toilet training. She regularly obtains the views of parents and children to help her evaluate and adapt the service she offers. Parents report that the professional childminder prioritises the welfare of their children and that any special dietary requirements and medical needs are followed precisely.
- Children are taught to consider their similarities and differences and are encouraged to talk about their experiences of disability. For example, children confidently use simple sign language, such as the signs for the farm animals, as they play. The childminder has good knowledge of how to support children with special educational needs and/or disabilities. Children have ample opportunities to explore their local environment during outings. However, the childminder does not provide a rich range of age-appropriate opportunities for children to learn about communities different to their own.
- Fostering children's emotional well-being and promoting their health is given good regard. The childminder is reassuring and affectionate and supports children well to form secure attachments. She freshly prepares healthy and nutritious meals, and children learn about the benefits of eating fresh produce. For example, children help care for the various fruits and vegetables they have helped to plant. They have daily opportunities to be outdoors in the fresh air. However, the childminder does not consistently plan opportunities for babies to further extend their physical development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- monitor the educational programmes rigorously to help identify areas for further development, such as increasing opportunities for children to learn about communities different to their own
- provide increased opportunities for babies to help further support their physical development.

Setting details

Unique reference number	EY471062
Local authority	Worcestershire
Inspection number	10347181
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 September 2018

Information about this early years setting

The childminder registered in 2014 and lives in Birmingham. She operates all year round, from 7am to 6.30pm each weekday, except for family holidays. The childminder holds an appropriate early years qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

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 inspector and the childminder completed a learning walk together 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 carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- 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.

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