

Childminder report

Inspection date: 4 June 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

The childminder provides a welcoming, homely environment, where children can access a range of resources and have space to play with each other. Children are happy in the childminder's care and have strong bonds with her. The childminder is responsive and respectful of children, which helps them to feel valued and develop a positive sense of belonging. Consequently, children engage very well in a variety of play opportunities and activities. The childminder is thoughtful in her approach to children's learning. She plans a curriculum that incorporates children's own interests as well as meeting their individual developmental needs. Consequently, children make good levels of progress in their development and learning.

The childminder is a positive role model for the children. She has high but appropriate expectations for their behaviour and relays these through consistent messages to children. When minor conflicts arise, children are well supported. Consequently, children behave exceptionally well, and show remarkable levels of confidence. They play harmoniously together, share resources and listen to each other's thoughts and ideas. The attentive childminder teaches children how to care for others. As a result, children are swift in identifying times when their friends need support and eagerly help them. They show a natural empathy for each other as they build on their growing sense of right from wrong.

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

- The childminder is proactive in seeking ways to promote her ongoing professional development. She completes a wide range of training to broaden her knowledge as she strives to continually strengthen her practice. She embraces support from a variety of sources, including networking with other childminders. This shows a clear commitment to continual development that positively impacts children.
- The childminder monitors children's learning carefully and understands what they need to learn and when. She identifies any gaps in learning and implements strategies to help children, including those with special educational needs and/or disabilities (SEND), to make the best possible progress. The childminder works with parents to ensure that children receive good support.
- The childminder understands the importance of promoting and building on children's communication and language skills. For example, she uses books skilfully to support children's understanding of language. Children join in naming familiar animals in their favourite stories and make connections between the pictures and words with their own life experiences.
- Children have regular opportunities to develop their conversational skills. The childminder narrates children's play appropriately and gives them time to think, process and respond to new information. This supports all children to become

confident communicators.

- Overall, the childminder provides a broad curriculum with a strong focus on communication and independence. Children take part in a wide range of experiences to support their overall learning and development. However, the curriculum for mathematics is not as well embedded as other areas of learning. This means that children do not always practise key mathematical concepts, such as counting.
- The childminder promotes children's physical development effectively. Children stand to participate in table-top activities. This promotes their core strength and balance. Children watch and copy the childminder's movements and practise their fine motor skills by turning and fitting puzzle pieces together.
- Children are becoming independent and follow a good hygiene routine. They wash their hands before eating and use tissues to blow their own noses. Children help to prepare their healthy nutritious snack. They cut fruit and talk about how this will keep them healthy.
- The childminder uses outings to enhance children's understanding of the world. For example, she takes children for walks to local parks, schools and to an arboretum to learn about and play in the natural environment. They visit shops and playgroups to socialise with other adults and children and experience real life situations. The childminder also takes children to the library to further develop their love of books.
- Partnership with parents is strong. Communication with parents is highly effective. Parents report that their children are well cared for and have enjoyable experiences with the childminder. Parents receive regular updates about children's progress and 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:

- make greater use of everyday opportunities to extend children's understanding of mathematical concepts.

Setting details

Unique reference number	EY475492
Local authority	Birmingham
Inspection number	10394739
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	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 September 2019

Information about this early years setting

The childminder registered in 2014 and lives in Kingstanding area of Birmingham. She operates her provision term time only, from 7am to 6pm, Monday to Friday. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Alexandra Beardmore

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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