

Childminder report

Inspection date: 23 September 2019

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 flourish in this stimulating, home-from-home environment. They thoroughly enjoy their time with the childminder and make frequent requests for her to join in their play. Children show and demonstrate their strong bonds with the childminder. They settle quickly, play happily and receive sensitive care and close attention. Children enjoy exploring and leading their own learning through play. For example, babies delight and are focused as they explore and experiment with sensory toys and natural materials. Children are eager and motivated to join in with activities and approach their play with excitement. The childminder follows the children's lead when joining in their play. She interacts well with them and uses positive teaching methods to extend and challenge children's learning. This supports children to make good progress in their learning. However, she has not considered how she can continue to develop her professional development and skills to enhance her teaching practice. The childminder sets clear boundaries for behaviour. Children show high levels of self-confidence and have a good understanding of what is right and wrong. Children delight in the encouragement and praise they receive from the childminder during their play. The childminder has formed a good relationship with local school that children attend. However, she has not considered sharing information about children's learning with the school.

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

- The childminder knows how children learn and develop through play and supports their learning effectively. Children make good progress from their individual starting points. The childminder places a strong focus on supporting children's emotional well-being. She considers how to help children build on their existing skills to prepare them for their eventual move on to school.
- Children's language, literacy and communication skills are well developed. The childminder sits with children as they play and speaks clearly to them. Children learn new words and repeat what the childminder says, which promotes their confidence when communicating and increases their vocabulary. For example, children recognise animals and imitate the sounds they make. They enjoy exploring musical instruments, singing familiar rhymes and reading stories.
- Children have easy access to a wide range of resources to develop their learning. During outdoor play children develop good physical skills as they practise how to balance and use their coordination. Babies show their enjoyment as they explore water play and develop their walking skills. This helps the younger children to use and develop their large and small muscles. They quickly become familiar with their surroundings and build positive relationships with the childminder.
- Children have regular opportunities for fresh air, exercise and socialising with other children. For example, they enjoy a range of outings to the local shops,

music sessions, and visits to the park to feed the ducks. This helps them to develop an awareness of the wider world and their local community.

- The childminder is experienced and reflective. She evaluates her practice, accurately identifies her strengths and identifies areas for improvement. The childminder completes all mandatory training, such as paediatric first aid and safeguarding. However, she does not focus enough on her professional development needs to enhance her teaching skills to the highest level.
- The childminder works closely with parents and there are good arrangements to share details about children's learning. Parents say that they feel well supported, valued and well communicated with about their children's development. This shared approach promotes continuity between home and the childminder's setting.
- The childminder has a good relationship with the local school that children also attend. She has daily conversations with school teachers to help to provide continuity of care for children. This helps her to meet children's care needs effectively. The childminder also supports the children by talking to them about forthcoming changes in school. This helps children to feel settled at times of transition. However, the childminder does not share detailed information about individual children's learning and development needs.
- The childminder supports children to learn about being healthy. For instance, she helps children adopt healthy eating habits and meets their dietary requirements carefully. Children learn to serve themselves breakfast, snacks and meals at a very young age and know that they need to drink water.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a range of policies and procedures that underpin her good practice. She understands her responsibilities to help protect children from harm. The childminder is confident in her knowledge of the signs of abuse and neglect, and knows the procedures to follow if she is concerned about a child. She carries out regular risk assessments to ensure children learn and play in a safe environment. Her home is clean and well maintained and she takes effective action to ensure any hazards to children are minimised.

What does the setting need to do to improve?

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

- focus professional development more precisely on enhancing teaching skills to raise the quality of teaching even further
- share more-precise information about children's learning and development with other settings children also attend, to fully complement and provide continuity in their learning.

Setting details

Unique reference number	EY475492
Local authority	Birmingham
Inspection number	10075775
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2014 and lives in Kingstanding area of Birmingham. She operates her provision all year round, from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Nasreen Ghalib

Inspection activities

- The inspector completed a tour of the premises with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- The inspector took account of the views of parents through written feedback provided.
- A joint evaluation of a planned activity was carried out by the inspector and childminder.
- At appropriate times throughout the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documents, including children's records, the policies and procedures, training, and evidence of the suitability of the childminder and other adults living in the household.

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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