

# Childminder report

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Inspection date:

9 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

The childminder builds strong relationships with all children in her care. She provides them with a stimulating, well-resourced, caring and safe environment. She organises her resources to spark children's interests. Children are very happy and enjoy their time with the childminder. They are confident to move around, explore resources and make choices about what they want to play with. Children demonstrate good physical skills and show good control and coordination. They remain very focused as they enjoy sensory play and spend time using containers and spoons to tip and pour rice. They love to build towers and carefully place blocks on top of one another, waiting in anticipation for them to fall down. Children enjoy balancing on stepping stones and playing ball games outdoors. The childminder supports children well in their play. She gives them gentle reminders to help them to sit and listen during story time. Children are becoming engaged and interested in their learning. The childminder reassures them, and her positive encouragement gives children the confidence to persevere and have a go. Children have many opportunities to go on outings. This widens the experiences offered to them and helps them to develop more confidence in social situations. They have opportunities to learn about the world around them.

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

- The childminder is very organised. She implements rigorous policies and procedures to ensure the effective organisation of her provision. The childminder completes training to keep up to date with guidance and legislation. However, there is scope for her to focus her professional development on continuing to enhance her practice and the experiences offered to children.
- The childminder completes ongoing self-evaluation and takes account of parents' feedback. She regularly reflects on her resources and adds to them to support children's emerging interests.
- The childminder builds strong partnerships with parents. She provides daily communication diaries to help parents see what their children have enjoyed doing throughout the day. The childminder shares children's assessments with them and asks for their views. She involves them in setting children's next steps and shares ideas of how they can continue to support their children's learning at home.
- The childminder has a strong understanding of all children's individual learning needs. She completes meticulous assessments of children's progress and uses this information when planning activities. The childminder identifies gaps in children's learning. She seeks advice and guidance from other professionals and implements strategies, which helps to close gaps quickly.
- Children benefit from a language-rich environment. The childminder uses stories, songs and rhymes to help engage children and develop their speech. She

models words and asks questions. However, at times, she does not give children enough time to listen to stories and process what has been said. This means they do not always have time to explore their own ideas and to respond to her, to enhance their thinking and emerging language further.

- The childminder supports children to develop the skills needed in preparation for nursery and school. She encourages children to be independent and to make choices in their play. She adapts activities to provide more challenge to build on children's emerging skills. The childminder introduces counting and talks about mathematical concepts, such as 'empty' and 'full'. Children have opportunities to make marks and develop the skills needed in preparation for writing.
- The childminder supports children's emotional and physical well-being well. She talks to children about keeping themselves safe and helps them to walk up and down stairs safely. She supervises children effectively and ensures they are safe in her care. The childminder attends to children's intimate care needs well. She supports their good hygiene and encourages children to wipe their noses and wash their hands. The childminder helps children to develop a good understanding of the importance of brushing their own teeth.
- Children's behaviour is very good. The childminder skilfully interacts with children to help keep them focused and engaged. She reminds children to sit down as she helps them to develop concentration for learning. The childminder is a positive role model and teaches children about expectations and boundaries.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder gives the highest regard to children's safety and well-being. She completes risk assessments and safety checks to ensure her home is safe and secure. The childminder has effective methods in place for the drop off and collection of children. The childminder has extensive knowledge of child protection concerns. She completes regular training and endeavours to keep her knowledge of wider safeguarding matters up to date. The childminder has implemented rigorous policies and she fully understands the procedures to follow if she has concerns about a child in her care.

## What does the setting need to do to improve?

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

- enhance professional development so that it is focused and highly effective in continually enhancing opportunities offered to children
- reflect on the use of questions and allow children more time to listen and freely explore their ideas, and give them time to respond.

## Setting details

<b>Unique reference number</b>	EY369027
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116135
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	6 January 2014

## Information about this early years setting

The childminder registered in 2008 and lives in the Kingstanding area of Birmingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Emma McCabe

### Inspection activities

- The inspector completed a learning walk with the childminder and discussed how her provision is organised and what experiences she offers for the children in her care.
- The inspector observed a range of activities and evaluated the quality of teaching and the impact on children's learning. The inspector asked the childminder to evaluate an activity.
- The inspector held a discussion with the childminder and considered parents' written views.
- The inspector looked at a range of the childminder's documentation, including training certificates and evidence of suitability for the childminder and members of her 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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Piccadilly Gate  
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Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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