

Childminder report

Inspection date:

4 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form a close, trusting bond with the nurturing childminder. They show that they are happy, relaxed and enjoy her company. Children make good progress and gain a wide range of useful skills and knowledge that prepares them well for the next stage of their learning. For example, babies and young children develop good independence. They happily help the childminder with everyday tasks, such as collecting equipment for their nappy-changing routine. The childminder provides them with the time they need to do things for themselves, such as learning where to put their head and arms as they get dressed.

Children have good social skills and enjoy the company of adults and their friends. Babies show an interest in what older children do and copy them. They smile and laugh together. The childminder is a positive role model and provides children with clear expectations. They learn about right and wrong choices. For example, children know that they can climb onto the sofa but cannot jump on it. Children behave well.

The childminder helps children to learn about making healthy choices and having good hygiene routines. They enjoy the nutritious snacks that the childminder provides them with and know that they wash their hands before eating.

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

- The childminder has taken positive action to improve her practice following the last inspection. She is self-evaluative and identifies aspects of her practice to improve further. She completes regular professional development to keep her knowledge updated. Recent training has helped her to extend her skills to help children to manage their feelings and behaviour.
- The childminder has good partnership working with parents. She actively encourages two-way discussions so that she has a comprehensive understanding of children's achievements. Parents are pleased with their child's progress, particularly in their speaking skills and use of cutlery at mealtimes.
- The childminder has a good understanding of child development and how to sequence the knowledge and skills that children need to gain. She has a progressive curriculum and, overall, plans well to help each child in her care to make good progress. However, at times, some of the childminder's teaching does not match precisely to the children's stages of development. This means that, on occasion, children do not benefit fully from the childminder's interactions.
- Children are confident enough to initiate their own play ideas. For example, they start a throwing and catching game with a soft toy. The childminder works closely with parents to monitor children's progress. She has a detailed

knowledge of each child's preferred way to learn and their individual interests. However, the childminder does not use this information as well as possible to plan learning experiences that reflect children's individual interests or that fully inspire them to play and learn.

- The childminder supports children's communication and language development successfully. Babies and young children listen attentively to the childminder and follow simple instructions confidently. The childminder helps them to learn age-appropriate key language, such as labelling actions and objects. Children express themselves clearly. At lunchtime, they clap their hands together and confidently announce that they will 'eat now'.
- Children develop their early reading skills. They enjoy the opportunities to cuddle with the childminder and share a book with her that they have chosen. Older children benefit from exciting opportunities to practise their mark-making skills. This includes sitting on a tree branch to make bark rubbings.
- The childminder supports children's physical development skilfully and plans particularly well for this aspect of their learning. Babies and young children pour their own drinks. They begin to learn when their cup is full and when they should stop pouring. Outdoors, the childminder provides children with a wide range of activities to help them build strength in their larger muscles, including climbing, swinging and balancing. Young children balance well as they pick up apples from the floor and collect them in their trolley.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes careful risk assessments of her home and garden to ensure that children can play safely. She understands how to prepare food safely to reduce the risk of choking. The childminder supervises children vigilantly. She completes regular training to keep her knowledge of safeguarding children updated. She understands potential signs of abuse, neglect and the 'Prevent' duty. The childminder knows how to report concerns about a child through the local safeguarding partnership. She maintains all the required documentation for the safety of children, such as logging accidents and medication. The childminder has a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- review and extend practice to match teaching precisely to children's stage of development
- strengthen planning to identify how to increase opportunities for children to follow their preferred way to learn, to motivate them even further.

Setting details

Unique reference number	504645
Local authority	Birmingham
Inspection number	10217743
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	1 December 2021

Information about this early years setting

The childminder registered in 1982 and lives in Selly Oak, Birmingham. She operates Monday to Friday, from 7.30am to 6pm, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She is eligible to provide funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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 on request.

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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