

Childminder report

Inspection date: 20 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

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

Children are relaxed and happy in this warm and caring environment. They form strong attachments with the childminder, her co-childminder and their assistant. Children confidently explore the playroom and the wide variety of toys and resources. They know where to find resources and make their own choices on the direction of their play. The childminder encourages children to be independent in their self-care and follow good hygiene routines. Children enjoy carrying out small tasks, such as helping to tidy away the toys, and enthusiastically use a dustpan and brush to sweep up after messy activities.

Children begin to enjoy the company of other children and behave very well. They share, take turns and are respectful to each other and the childminder. Children receive encouragement and praise for their achievements, which helps to develop their self-esteem and self-confidence.

Children benefit from regular outdoor play and learn about the world around them. They enjoy physical activities in the childminder's garden, go on walks in the local community, ride on the bus and take part in trips to farms and theme parks. Children learn how to keep themselves safe. For example, they learn how to safely use pedestrian crossings and to look both ways when crossing the road.

The childminder provides a range of healthy snacks and meals. Children develop a good awareness of healthy choices and learn about the importance of oral hygiene through fun activities and discussions. For example, children practice using toothbrushes and talk about visiting the dentist.

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

- The experienced childminder is enthusiastic and genuinely loves her role. She works well with her co-childminder and assistant and is attentive to the children's needs. Children settle quickly and make good progress from their starting points.
- The childminder establishes good relationships with parents. She keeps them involved in and informed about the progress their children make and the care they receive. Written testimonials from parents express the high regard they have for the childminder. They comment that their children love to be in her care and describe her provision as a 'home from home'.
- The childminder and co-childminder use observations and assessment to plan an engaging curriculum around children's interests and what they need to learn next. They hold regular meetings to discuss the experiences they provide for children and which activities go well, and identify areas for improvement, which helps to enhance their already good practice.

- The childminder and co-childminder run a local childminding group, where children take part in enjoyable planned activities. They learn to socialise with other children and adults outside of the childminder's home. The childminder networks with other childminders to extend her own knowledge and exchange ideas for best practice.
- The childminder promotes children's communication and language skills effectively. She gets down to their level and provides a narrative as they play. Children are given the time to think and respond to the good questions the childminder asks them.
- Children become immersed in sensory play activities. They use their imagination as they fill metal teapots with water and make 'cups of tea'. They develop their hand-to-eye coordination as they use large tweezers to pick up real tea bags and empty and fill containers with coloured rice.
- The childminder joins in with children's play and introduces numbers, counting and mathematical concepts, such as weight and volume. She helps children to recognise numbers on weighing scales as they weigh their containers of rice.
- Children are inquisitive and eager to investigate. However, on occasions, the childminder limits opportunities for children to follow their natural curiosity and experiment freely. For example, the childminder asks children not to pour rice into the water tray. As a result, children's learning is not fully maximised.
- The childminder provides opportunities for children to learn about cultures and religions different to their own. For example, children enjoy visits to places of worship, such as a mosque and churches in their local community, and learn about different festivals.
- The childminder works collaboratively with other professionals to support their individual needs. She has established good links with teachers from the local nursery and primary school and shares relevant information to support continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She has a clear understanding of child protection issues and can recognise the signs and symptoms that may indicate a child is at risk of harm. She is aware of wider safeguarding issues, such as the 'Prevent' duty. The childminder is confident in the procedure to follow if she has concerns about a child in her care. She risk assesses the environment to ensure that hazards are minimised to provide a safe and suitable environment for children to play and learn.

What does the setting need to do to improve?

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

- support children more consistently to follow their natural curiosity, experiment and explore their own ideas to extend their learning further.

Setting details

Unique reference number	405355
Local authority	Birmingham
Inspection number	10271218
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 10
Total number of places	16
Number of children on roll	16
Date of previous inspection	3 October 2017

Information about this early years setting

The childminder registered in 2000 and lives in Four Oaks, Birmingham. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with a co-childminder and assistant. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents' written views were considered as part of the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023