

Childminder report

Inspection date: 13 June 2023

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 greatly benefit from this home-from-home environment. For instance, the childminder purposefully creates 'child-friendly spaces' to ensure that children are constantly busy and can freely engage in activities to connect with their peers. Both the indoor and outdoor environments are well equipped with stimulating resources. For example, storybooks are purposefully selected according to children's age and ability. Additionally, children take books home to further strengthen their language and literacy skills.

Children feel safe and secure to ask many questions about the world around them. For example, they ask about the word that they can see on the fridge. This prompts conversations between children and the childminder about letters and sounds. The childminder is aware of the negative impact background noises can have on children's listening and attention. As a result, she plans for a calming atmosphere where everyone can hear and be heard.

Children are happy. This is evident by their positive behaviour. Through play, they develop the vital skills to prepare them for the next stage in their learning. For instance, children show good concentration as they glue pre-cut shapes, and they confidently peel stickers to develop their hand-to-eye coordination. This supports their early writing skills. Additionally, the childminder prioritises one-to-one time with those children who are soon to be transitioning to school to focus on any gaps in their school readiness.

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

- The childminder describes learning as a journey; a process where children need time to practise and remember what they know and can do. For example, children grow vegetables to learn about where their food comes from. Therefore, when the slugs eat their vegetables, children understand as they have previous knowledge of life cycles.
- The childminder effectively monitors all children's progress. She uses relevant speech and language tools and works collaboratively with parents to identify those children who are at risk of falling behind in their learning. This helps her to evaluate the impact teaching and learning has on children's development.
- For those children who speak English as an additional language, the childminder incorporates keywords from their home language into the curriculum alongside the English spoken word. For example, Polish speaking children make a Father's Day card for their 'tata'. This shows that the childminder values their heritage.
- The childminder evaluates children's experiences to enhance their personal development. For instance, when children are afraid of spiders, she positively strengthens their understanding of nature. However, when asking children

questions, the childminder does not always give children enough time to answer before she shares her views. This means children do not always share their personal needs in their own words.

- The childminder is extremely conscious of teaching children to keep themselves safe. For example, children learn why cleaning the worktops after food preparation is important to their health and how cutting up grapes can reduce the risk of choking. This means children gain an awareness of how to stay safe.
- The childminder implements strategies that parents can use when away from the setting. For instance, children's efforts and achievements are rewarded with a 'star'. Furthermore, children celebrate each other's achievements to promote kindness and positive friendships. This reinforces children's good behaviour.
- The childminder knows children very well, and she uses this knowledge to enhance their academic performance. For example, she incorporates action songs into group times to extend children's concentration and engagement in their learning. She offers children of all ages the opportunity to sleep and highlights the positive impact rest has on their physical development.
- Children are extremely independent. They regularly ask the childminder if they can help to carry out simple tasks to contribute to their own routines, such as setting up the beds at sleep time and feeding the pet cat. However, at times, when children request to extend their own learning, the childminder tells them 'not yet', and the experience is planned for a later time. This does not fully help children to extend their learning in the moment.
- The childminder greatly benefits from networking with other childminders. For instance, they engage in professional discussions about the sector, which helps to evaluate personal practice and plan opportunities for future professional development. This positively contributes towards the setting's improvement plans.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates strong safeguarding knowledge, including how to protect children from harm. She ensures that all children who need early help receive support. The childminder demonstrates suitable knowledge of the signs and symptoms that might indicate a child is at risk of neglect or abuse, including changes in their behaviour. She talks to children about risks indoors and outdoors and reinforces rules to teach children about boundaries. This helps to keep children safe. There are clear procedures in place to supervise children should visitors come into the home.

What does the setting need to do to improve?

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

- reflect on practice to ensure children are continuously supported to share their personal needs in their own words
- support children to extend their own learning in the moment to further promote their interests.

Setting details

Unique reference number	EY466728
Local authority	Birmingham
Inspection number	10289347
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 November 2017

Information about this early years setting

The childminder registered in 2013. She lives in the Bartley Green area of Birmingham. The childminder operates all year round, except for family holidays, from 7.30am until 5:30pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

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 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 school readiness.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions and feedback forms.
- 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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