

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Juma Begum
27th July 2026
NA

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	N/A
Organisation, welfare and leadership		Good
Teaching, learning and development		Good
The promotion of children's well-being		Good
Early Years Foundation Stage requirements including safeguarding and child protection.		Effective

What is it like for children to attend Juma's early years setting?

This childminder early educator is Good.

Children are happy, settled and enjoy their time with Juma. They confidently choose what they want to play with and are eager for her to join in their games. They understand the daily routine, happily tidy away when asked and move smoothly between activities. Children are learning to share and take turns, with gentle reminders helping them to play kindly together. Younger children are supported to become more independent, opening their own lunch boxes at snack time and learning to use spoons during sensory play.

A real strength of Juma's setting is the way children develop their Arabic language and understanding of their Islamic cultural heritage alongside the Early Years Foundation Stage. Children learn Arabic letters through fun, hands-on activities, listen to and join in with familiar songs adapted to reflect Islamic values, enjoy stories and books, and are encouraged to use Arabic as they play. Juma skilfully weaves both Arabic and English into everyday activities, helping children build confidence in both languages. During a sensory activity, children recognised Arabic letters, practised making Arabic letter shapes in coloured rice and learnt new vocabulary while exploring colours, counting and mark making through play.

Juma knows the children well and plans activities that support their individual development. She recognises what each child can already do and provides gentle encouragement to help them achieve their next steps, whether this is developing communication, becoming more independent or building early literacy skills. Children benefit from warm, caring relationships and an environment where they feel valued, confident and motivated to learn.

What does Juma do well?

- Juma asks thoughtful questions that encourage children to think, solve problems and share their ideas.
- Children develop early mathematical skills through play. They count scoops of rice, recognise colours and explore concepts such as loud and quiet during everyday activities.
- Children develop early literacy skills in creative ways. They recognise Arabic letters, compare similar letters and make marks in sensory materials, helping them understand that writing can happen in different ways.
- Juma successfully supports children with English as an Additional Language. She adapts her communication, models new words and uses repetition to help children understand and develop their vocabulary.
- Juma creates a language-rich environment. She names objects as children play, introduces new vocabulary and encourages children to repeat unfamiliar words, supporting both understanding and speech development.

- Children enjoy meaningful sensory experiences. They explore coloured rice using scoops, funnels and different tools, helping them develop their fine motor skills while learning colours, letters and counting.
- Positive praise motivates children. High-fives and encouragement help children persevere and celebrate their achievements.
- Children learn to share and take turns. Calm reminders help them play cooperatively and build positive friendships.
- Parents are well informed through regular progress meetings and ongoing communication.
- Juma reflects on her practice and has made significant improvements since the previous quality visit.
- Children's home experiences are valued. Juma encourages children to talk about their families and foods they enjoy at home, helping them feel included and building their confidence to communicate.

What Juma needs to do to improve?

- Add more open-ended resources and role-play opportunities to support children's imagination, language and independence.
- Extend the range of activities and resources to ensure all areas of learning are consistently supported.

Safeguarding

The arrangements for safeguarding are effective.

Juma's knowledge and practice of safeguarding ensures the safety and welfare of children. She understands how to recognise signs of abuse, neglect, FGM and wider safeguarding concerns, and knows the importance of recording concerns, monitoring injuries and reporting appropriately to Children's Services or other relevant agencies. Juma understands her responsibilities regarding disclosures, allegations, whistleblowing and keeping her safeguarding knowledge up to date through training and local guidance. Juma's setting and garden are safe, secure and well-maintained, with appropriate health and safety procedures in place, including fire evacuation practices.

More information about this childminder early educator

Regulatory body & the Ofsted registration number	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	HCEY00283
Inspection visit date	23 rd June 2026
Local Authority	Birmingham
Age range of children	0 – 17

Juma was registered in 2025. Her Childminder Without Domestic Premises is in Birmingham. She has an appropriate qualification at level 2 and works with a co-minder. Juma's setting is open from 9am to 3pm, 5 days a week term time only. She provides funded early education for children aged 9 months and 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

The visiting inspector: **Kay-Louise Ley**

As part of the visit, the inspector completed a range of activities including:

- Observing the quality of teaching during activities and assessing the impact this has on children's learning. Including conducting a joint evaluation with the educator of a planned adult led activity.
- Discussing the educator's practice at appropriate times throughout the visit
- Reviewing the children's assessment records, observations and planning on the agency's EYFS learning journal software
- Viewing the areas of the house used for early education and reviewing a selection of policies
- Collecting the views of parents from surveys, the educator's own questionnaires and any spoken to on the day
- Discussing the educator's self-evaluation and plans for improvement

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.

More Information about the Quality Appraisal Inspection visit

The Quality Appraisal Inspection visit was conducted by a Support, Advice and Mentor (SAM) from @Home Childcare Childminder Agency in line with A guide for Childminder Agencies⁽¹⁾. The visiting inspector reviewed all aspects of the childminder's setting to ensure they were meeting the requirements of the Early Years Foundation Stage Statutory Framework⁽²⁾. The quality of the childminder's practice was assessed using aspects of the agency's own evaluation schedule with reference to the Environment Rating Scales ⁽³⁾ and Ofsted's Inspection Evaluation Schedule. ⁽⁴⁾.

- *A guide for childminder agencies (2021) Department for Education*
- *Statutory Framework for the Early Years Foundation Stage (2025) Department for Education*
- *Infant/Toddler Environment Rating Scale (Harms, Cryer, and Clifford); Early Childhood Environment Rating Scale (Harms, Cryer, and Clifford); ECERS –E (Curricular Extension) (Sylva, Siraj-Blatchford, and Taggart); Assessing quality in early childhood education and care, Sustained Shared Thinking and Emotional Well-being Scale (Siraj, Kingston and Melhuish)*
- *Early Years Inspection Handbook (2025) Ofsted* ⁽⁴⁾.