

Childminder report

Inspection date: 16 September 2024

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

The childminder interacts kindly with the children in attendance at the setting. She has created a cosy and homely environment. Children demonstrate they are confident to explore their environment with ease as they know the caring childminder is close by to support them. This helps children to feel safe and secure.

Children benefit from both the indoor and outdoor learning experiences. They are keen to go out into the large garden area. The childminder gives children reassurance, and she supports them when they decide to use their hands and knees to balance across the balancing beam. Children enjoy selecting balls that are heavy and light to shoot into the basketball hoop. The childminder becomes an active play partner and models how to do this safely. Children have a go at using the swing. The childminder guides them by talking to them about moving their legs in and out as they try to swing for themselves. The childminder has high expectations for children's behaviour. Children are encouraged to tidy up. When children throw the resources, the childminder talks to them in an age-appropriate way. She praises children for listening and tidying up safely. This ensures children behave extremely well and learn about what is right and wrong.

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

- The childminder has designed a curriculum that is ambitious for every child and that builds on what she wants children to learn. She uses a child development document to accurately guide her in developing next steps and to assess effectively. The childminder knows what the children are interested in and uses this to plan experiences for them. This ensures children are happy to engage in their learning. All children make good progress from their starting points.
- The childminder has a clear focus on supporting children's communication and language skills. Children use play dough to make pizza. The childminder waits and watches, then she uses language such as 'roll it out' and 'make a ball', which the children repeat. This helps children to develop their vocabulary.
- Children develop their mathematical skills throughout the day. The childminder knows what she wants children to learn with numbers. She selects number rhymes up to five and encourages children to sing along. Children use a number clock to build on their counting and number recognition. When they pick up the number three, the childminder names the number for them and encourages them to slot it into the wooden clock. Furthermore, she guides the children to use one-to-one counting by touching the numbers. This prepares children for their next stage of learning.
- Children are developing their physical skills. They use bikes independently. When the childminder notices children are pushing themselves along on the bikes, she encourages them to use the pedals. Furthermore, children thread wooden

shapes. The childminder sits beside them to show them how to push and pull the thread through the hole. This helps children to develop their fine and gross motor skills.

- Children benefit from a healthy and nutritious snack. The childminder gives children the choice of how they would like to eat their apple. However, when children want their apple cut into pieces, the childminder does it for them. Furthermore, children do not always wash their own hands. This means she does not consistently help children to develop their independence skills and to manage their own personal hygiene independence.
- Parents report that the childminder is the best and that they are happy with the support she provides to their children. They say she communicates with them every day. When parents need further developmental support for their children, they feel the childminder is understanding and helps them with her advice and support.
- The childminder values the importance of professional development to enhance her teaching skills and knowledge. She uses online training to keep her knowledge up to date and knows who to contact in her local authority for further support.
- The childminder evaluates her practice. She is proactive at keeping links with other childminders in the area. This helps her to build her own network, share her own knowledge and learn from other childminders.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- strengthen opportunities for children to further develop their independence and do things for themselves.

Setting details

Unique reference number	227559
Local authority	Birmingham
Inspection number	10348811
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 October 2018

Information about this early years setting

The childminder registered in 1994 and lives in Sparkhill, Birmingham. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dal Malhi

Inspection activities

- 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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