

Childminder report

Inspection date: 17 July 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 knows the unique personalities of each child. Children form a close attachment with her and feel safe in her care. The childminder provides plenty of opportunities for children to increase their independence and self-help skills. For example, children use a large safety knife to help cut a watermelon, and independently use the toilet and wash their hands. The childminder helps children to manage their emotions and show care and consideration for each other. Children work well together as they decide what to do. For example, they talk to each other about their creations and share and negotiate well.

The childminder places a high priority on providing good-quality conversations and language during her rich interactions with children. She successfully introduces new vocabulary and concepts, and encourages children to talk about their ideas. For example, children consider what sound the dry rice makes as it falls in the trough, and eagerly use words, like salami and cherry pie, as they recall a familiar story. The childminder skilfully uses singing during activities to help promote children's language. All activities have a clear learning intention to help children progress and build on what they already know. Children show high levels of engagement during activities and enjoy their play.

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

- The experienced childminder makes daily observations of what children can do and what they enjoy. She uses this information to plan an educational programme, which is centred around children's next steps to help them make good progress. She also places a high focus on promoting children's communication and language and literacy development. For example, the story of the week and the letter of the month are used creatively to plan activities across all areas of learning.
- The childminder places a sharp focus on children with special educational needs and/or disabilities, and the educational programme is adapted to ensure their interests are fully included. She works extremely closely with children's parents to find about their child's individual personalities and preferences. These children make good progress from their starting points and make the most from the experiences on offer. The childminder swiftly identifies any children who may benefit from additional support and works well with parents to help support children's learning.
- Preparing children for their next stage of learning, including school, is a clear priority. Children have good first-hand experiences to learn about living things and the natural world. For example, children learn about the changing seasons and animals. The childminder skilfully incorporates mathematical learning and opportunities for children to write into activities. Children show a keen interest in

mark making, numbers and counting.

- Parents report that the childminder values their contributions and understands the needs of their children. They are happy with the various methods used to keep them up to date about their children's care and progress. Their feedback is overwhelmingly positive and they are impressed by the progress their children make, especially in their communication and language.
- Children benefit from freshly prepared meals, which are healthy and nutritious. The childminder teaches children about the benefits of eating a healthy and balanced diet and about the importance of limiting sugar and cleaning their teeth. She offers a challenging range of physical play equipment to help test and extend children's physical skills.
- The childminder takes children to a number of stay-and-play groups throughout the week to help increase their social skills, physical development and creativity. They enjoy visiting the local library and learning about their local environment. The childminder encourages children to talk about their own families and their similarities and differences. However, the childminder plans few age-appropriate opportunities for children to learn about communities beyond their own experiences.
- The childminder makes good use of online training webinars and childminding forums to update her knowledge, in order to help her provide a rich educational programme. She evaluates her practice and works closely with parents to obtain their views and adapt the service she offers. However, the childminder has not identified that children cannot always fully extend on their ideas during floor play activities due to the organisation of household items.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide age-appropriate opportunities for children to learn about communities beyond their own experiences
- review the organisation of the environment to allow children more space to help them further develop and extend their play.

Setting details

Unique reference number	227593
Local authority	Birmingham
Inspection number	10351200
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 October 2018

Information about this early years setting

The childminder registered in 1999 and lives in Kings Heath, Birmingham. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This was the first 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 the evaluation of the childminder.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector took into account the views of parents.

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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