

Childminder report

Inspection date: 16 May 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 creates a nurturing and welcoming environment. Children share a warm and caring relationship with her and are relaxed and settled in her home. Children behave very well. They effortlessly say please and thank you and respond with 'You're welcome' when the childminder thanks them. The childminder consistently demonstrates good manners when speaking to children. Consequently, children are well mannered towards her and each other.

Children practise their language skills while they play. The childminder joins children on the floor, and skilfully incorporates new vocabulary. Children repeat the words back to her, like 'cut' and 'stir', as they pretend to prepare a meal. Children use toy phones that light up and talk to each other as they change the colour of the lights. They push and pull trains along the floor and excitedly say 'train' as they show adults how it moves. The childminder recognises children's progress and gives them plenty of praise and encouragement. This helps to build children's confidence and language skills.

The childminder supports children with special educational needs and/or disabilities (SEND) well. She explains how she works collaboratively with families and other professionals to support children in her care to make progress.

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

- The childminder promotes children's communication and language well. She understands the benefits of talking to children. The childminder engages children in conversation and consistently provides commentary as they play. She asks children questions throughout the day. This helps to develop their vocabulary and encourage their thinking skills.
- The childminder designs a curriculum that aims to develop children's communication and language, personal skills, and independence. She provides activities to build on children's interests and extend their learning. The childminder uses observations and assessments to track progress and identify next steps. However, next steps are not always specific to help children make even better progress.
- The childminder understands what the children know and can do and recognises their needs well. However, occasionally, activities have broad learning intentions which do not focus on individual targets. This means that interactions do not always precisely support learning and development targets.
- The childminder focuses on promoting a healthy lifestyle. Children sit at the table together and enjoy home-made nutritious meals. Children happily enjoy fruit and vegetables. The childminder reminds them to drink water throughout the day. This helps to promote healthy habits from a young age.

- The childminder has developed relationships with other professionals. She liaises with other settings the children attend to share progress and stay informed of changes. She directs parents to other childcare settings she knows well, if she is unable to work. This offers continuity of care and supports children's transitions to school and other settings.
- Children's behaviour is very good. The childminder is an excellent role model. She helps children to learn to share their toys, using songs and gentle reminders. Children follow instructions and understand routines. For example, they put toys away when asked to tidy up. Children help each other in play, and often praise their friends when they hear the childminder offering praise. Therefore, children are learning to build early relationships.
- The childminder promotes independence and decision-making in a range of ways. She encourages children to dress themselves after changing their nappy. She supports children to understand how to blow and wipe their nose. Children choose the songs they would like to sing and dance to. This helps children develop their independence and confidence.
- Parents are very happy with the care and education their children receive. They comment on the childminder's willingness and ability to implement care for specific needs, like food intolerances. Parents value her support and advice. For example, working together with potty training. The childminder keeps parents well informed about the progress their children are making.
- The childminder is keen to engage in continuous professional development. This is done both online and in person. She regularly refreshes training, such as first aid and safeguarding. She also attends courses to improve her skills and knowledge to support children's learning and development.

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:

- use information about children's learning, to consistently identify children's next steps of development to ensure they make the best possible progress
- ensure that adult-led activities have a clear learning intention to fully support all children's learning.

Setting details

Unique reference number	228199
Local authority	Birmingham
Inspection number	10348722
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 1993 and lives in the Erdington area of Birmingham. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Naziha Amin

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of their experiences with the inspector.
- 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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