

Childminder report

Inspection date: 4 March 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants make humour a big part of their day-to-day interactions with the children. Children share this sense of humour and have great fun as they laugh with the childminder and her assistants. They listen intently, are extremely self-assured and speak with increasing confidence. The childminder and her assistants use a wide range of effective teaching strategies. They make sure that the morning group time provides children with opportunities to think and increase their knowledge. For example, children learn about numbers, colours, shapes, the days of the week and the months of the year. During another activity, the assistant encourages the children to take it in turns to choose an animal from the pictures displayed on the wall. She names the animal and models the initial sound in the word. The assistant pretends to be the animal and the children giggle uncontrollably as they copy her. This helps to extend children's knowledge of the physical attributes of animals, what they eat and how they behave. Children enjoy singing familiar songs and do the accompanying actions with plenty of enthusiasm and excitement. The childminder and her assistants have high expectations for children's behaviour. They use positive strategies, such as praise, to encourage children's good behaviour.

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

- The childminder uses the assessments she undertakes of children's learning to help children achieve the next steps in their learning. She offers a stimulating curriculum, which is based on children's interests, and successfully promotes children's development across all areas of their learning. Children learn about the similarities and differences in people. They play with a range of toys and books that positively reflect diversity.
- Children have good opportunities to learn about the natural world. They learn about growth and decay, through in-depth discussions, as they care for and observe their sunflowers as they bloom and fade. Children have regular opportunities to closely observe the chickens that live in a pen on site and to gather their eggs. They love to cuddle and stroke the pet rabbit. This, along with discussion, helps children to learn how to care for pets.
- The childminder or one of her assistants walk with the children to school and back each day. This provides them with daily fresh air and exercise. Children practise and develop their balance and coordination skills in the garden. The childminder provides children with freshly cooked home-made meals and snacks which are nutritious and well-balanced.
- Children develop a strong bond and attachment with the childminder and her assistants. They are happy and form special friendships with each other. Children talk enthusiastically to the childminder, the assistants and to visitors about what they are doing. They behave exceptionally well.

- The childminder and her assistants successfully help children to recognise and express their emotions. For example, they sing a song each day with the children that includes modelling, naming and referring to the relevant emotion picture. Children confidently join in with the singing and actions.
- The childminder regularly explores a range of early years websites and undertakes research in learning and development topics. This, along with welcoming any suggestions from parents and the local school, helps her to improve the overall quality of her setting.
- The childminder and her assistants work well together. They observe and discuss each other's performance to make sure that their teaching skills are consistently good. The childminder makes sure that her assistants receive regular individual support meetings where they can seek advice and discuss any concerns they may have.
- The childminder informs parents about the types of activities and experiences she provides for children, for example, through daily chats, the sharing of photographs and information on the setting's social networking site. However, the childminder does not provide all parents with as much information as possible about the plans for their children's future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of safeguarding and the procedures to follow if they have any concerns about a child. They attend child protection training and are fully aware of the signs of abuse. The childminder carries out thorough risk assessment of her home, her garden and any outings, so that any hazards are swiftly addressed. She consistently supervises children to make sure they are safe and secure. The childminder talks to children about the evacuation procedures. Children have an extensive knowledge about what they must do in an emergency.

What does the setting need to do to improve?

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

- increase the information provided to parents about the plans for their children's future learning.

Setting details

Unique reference number	228230
Local authority	Birmingham
Inspection number	10115955
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	0 to 6
Total number of places	12
Number of children on roll	13
Date of previous inspection	20 May 2016

Information about this early years setting

The childminder registered in 1997 and lives in Sutton Coldfield, West Midlands. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with two assistants, one of whom holds a childcare qualification at level 2. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- The inspector and the childminder jointly observed the assistant undertake an activity with the children.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector held conversations with children during the inspection.

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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