

Childminder report

Inspection date: 21 May 2025

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

Children spend plenty of time in the garden, where the childminder actively supports their physical development. For instance, she demonstrates how to use the bubble wands and encourages children to try for themselves. Children climb up and slide down slides, crawl through tunnels and use the outside tap to fill bowls with water, which they then carry to fill the water tray. These activities help children to become more independent and strengthen both their large and small muscles. As they take on physical challenges, children show they feel safe and secure, seeking the childminder's support when needed.

The childminder often reflects on children's experiences during play. For example, when outdoors, she moves activities into the shade to better protect children from the sun. The childminder ensures that all children can equally take part in group activities. For example, she encourages them to reposition themselves to better engage with the story she is reading. This supports children's happiness and enjoyment in learning. Children develop a sense of achievement; for instance, they proudly say, 'I did it,' after completing tasks, such as washing their hands. The childminder consistently offers children praise to reinforce and encourage their positive behaviour.

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

- The childminder reads clearly to children, engaging them in conversations about what they can see. She gives them opportunities to choose and explore books independently. As a result, children confidently turn the pages from right to left and use the pictures to guide their imagination. They use phrases such as 'In the beginning' and 'The end,' demonstrating an understanding of how stories are structured.
- The childminder promotes children's communication and language development. For example, she asks open-ended questions, such as, 'What do we get from cows?' and extends children's thinking by explaining that cow's milk can be made into cheese and butter. When children say they are 'cleaning their baby off,' the childminder models the correct vocabulary by responding, 'You are drying your baby.' This reinforces children's language.
- The childminder encourages children to develop self-help skills through everyday routines. For example, they learn to take off their shoes when coming indoors and put them back on before going outside. Without prompt, children carry their own and their peers' water bottles inside, demonstrating responsibility and independence in managing the routine.
- The childminder recognises a gap in information-sharing. She plans to improve this by sharing children's progress more promptly with parents, carers and other professionals. This will enable parents and staff at other settings children attend

to better support children's learning. Furthermore, the childminder does not always find out from parents when their child's two-year progress check is due, which limits opportunities to align and share her own assessments with them.

- The childminder takes children to a weekly playgroup where they explore new topics, such as 'minibeasts.' Back at the setting, she builds on their learning by encouraging children to observe insects in the environment and paint their own butterfly pictures.
- The childminder has completed local authority training to gain new ideas for making activities more engaging for children. This has helped boost her confidence in providing a wider range of creative opportunities for children to express themselves.
- The childminder has recently completed behaviour management training to better support children. In many situations, she successfully helps them to reflect on their actions. However, on other occasions, she provides limited explanations to help them to understand why their behaviour is not acceptable.
- The childminder encourages children to use 'please' and 'thank you' when requesting a toy, asking for their snack or needing assistance. She consistently models polite manners, helping children to understand why they are important.
- The childminder has started to reorganise the indoor playroom, making resources easier for children to access. However, she currently places children's books on a high shelf. This prevents children from accessing them safely and independently. Furthermore, during outdoor play, there are occasions when the childminder needs to collect additional resources, which disrupts the flow of children's play.

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:

- strengthen procedures for sharing information with parents and other professionals to ensure a consistent and collaborative approach to supporting children's learning
- provide consistency in how expectations are explained to children to help them to develop a clear sense of right and wrong and understand the impact of their actions
- continue to reflect on improving the organisation of activities, ensuring that resources are easily accessible to better support children's learning.

Setting details

Unique reference number	228240
Local authority	Birmingham
Inspection number	10394504
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 September 2019

Information about this early years setting

The childminder registered in 1994 and lives in Sutton Coldfield. She operates from 8am to 5pm, Monday to Thursday, during term-time only. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the interactions between the childminder and the children throughout the day and evaluated the impact on children's learning.
- The views of parents and children were considered by the inspector.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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