

Childminder report

Inspection date: 2 October 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

Children blossom in the childminder's nurturing and comforting home. The familiar routines and attentive care they receive allows children to explore, play, and learn, while developing social and emotional skills. The abundance of praise that children receive creates a positive environment that encourages them to feel valued and motivated to behave well. The childminder supports children to stay focused on activities for extended periods, while the assistants teach them how to use scissors properly. As a result, children demonstrate perseverance while cutting, and delight in sharing their creations, showcasing their hard work and effort.

The childminder and her assistants are kind, caring and positive. They know children well and have a clear understanding of child development. They use their curriculum knowledge and children's interests to develop, support, and extend progress. The childminder and her assistants are skilled at questioning children to engage them in learning. They challenge them to reflect, predict, and explore possibilities. They encourage children to share personal experiences from home. For example, they discuss the different methods of transport they have travelled on. This builds confidence in communicating and introduces new vocabulary, such as 'aeroplane' and 'heavy suitcase'. Consequently, children understand and learn more descriptive language.

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

- Children's independence is promoted throughout and is a strong feature at this setting. Children are able to put on their own shoes and use the toilet independently, and older children use a knife and fork correctly. This allows children to feel confident with essential self-care skills.
- The childminder has established strong links with other childminders and the local school. She uses her wealth of experience to share good practice and ideas with other childminders. The childminder visits the local school on sports day, and participates in transition talks with teachers. This allows children to benefit from a smooth transition when they leave the setting to start school.
- The childminder and her assistants meet frequently to discuss how to improve their practice. Professional development is a priority. They review what works well for children and keep their training up to date.
- The childminder and her assistants provide quality care and meaningful learning experiences. They observe children and talk about what they need to learn next. However, sometimes it is not clear what the precise next steps are for each child. This can make it hard to plan activities that further enhance their learning. Despite this, all children make good progress from their various starting points.
- Parents are delighted with the kind, caring, and open relationships the childminder and her assistants have created with them and their children. The

childminder and her assistants are well known in the community, and many families learn about the setting through word of mouth. Remarkably, children return as adults to inspire and showcase their careers to the children, such as those who have become firefighters.

- The childminder and her assistants develop children's communication and language by using an array of books and songs. They take the time to carefully read through books, prompting children to recall the animal names and sounds that have been taught and that they remember. Children enthusiastically sing the words to 'Wind the Bobbin Up' and older children are confident to demonstrate the actions for the younger ones to copy.
- Children have ample opportunities to practise their counting. The childminder models counting the soft bricks as they enjoy constructing a brick wall. Children take great pleasure in the building process and are encouraged to take turns. As a result, children are developing their mathematical knowledge and social skills.
- The childminder teaches children about healthy lifestyles. She provides children with nutritious, home-cooked food. Children grow their own fruit and vegetables in the garden. The childminder and her assistants encourage good hygiene practices. Children independently wash their hands before meals and brush their teeth after eating. This supports the overall good health of children.

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:

- clearly define what each child needs to learn next, and use this information to plan activities that further enhance children's learning.

Setting details

Unique reference number	228287
Local authority	Birmingham
Inspection number	10364063
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	5
Number of children on roll	5
Date of previous inspection	23 January 2019

Information about this early years setting

The childminder registered in 1992 and lives in Erdington, Birmingham. The childminder works with an assistant. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder accepts government funded places. Both the childminder and her assistant hold an approved early years qualification at level 3.

Information about this inspection

Inspector
Deborah Croft

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector had discussions at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation of a communication and language activity.
- 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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