

Childminder report

Inspection date: 22 May 2023

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

The provision is good

Children build strong bonds with the childminder, who is kind and caring. She knows children well and plans activities to inspire their learning. Children demonstrate motivation to learn as they concentrate to build structures with plastic bricks. They listen to stories the childminder reads to develop their listening and attention skills. They choose books to look at which help develop early literacy skills. Children take responsibility for small tasks. For example, they tidy away toys and collect their own drinking cups at snack time. They help to water the flowers in the garden.

The childminder is a good role model. She praises children on their achievements and reminds them to use good manners. Children get plenty of fresh air and exercise to help keep them fit and healthy. They enjoy running and playing with balls in the garden. Children enjoy singing favourite rhymes and joining in with action songs. They develop small-muscle skills as they manoeuvre small toys and vehicles. Children use their imaginations in the play kitchen, pretending to make meals. They talk about the food they are cooking and play companionably with each other.

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

- The childminder has taken action to improve her practice since the last inspection. She regularly reflects on her practice and her ongoing professional development. For example, she accesses support from the local authority to drive further improvements.
- The childminder offers gradual settling-in sessions to support children's emotional development when they join. She gathers information from parents about their starting points and spends time getting to know the children.
- The childminder has good knowledge of child development. She knows the children very well. The childminder uses observations and assessments of achievements to identify next steps and address any gaps in learning. She then plans activities and experiences focused on what children need to learn next. As a result, children make good progress in their learning and development.
- Children learn to manage their personal care needs independently. This helps them to develop their confidence and self-esteem. For example, they attend to their own toileting and wash their own hands.
- Children learn to behave well. They generally play well together and learn about the behaviour expected of them. Children take turns with resources and build friendships with each other.
- The childminder understands the importance of communication and language development for young children. She has systems in place to support children with gaps in their development in this area. For example, she talks clearly and

slowly, commenting throughout children's activities. However, when she asks children questions, there are times when she uses too many closed questions or steps in too quickly and does not give children enough time to think about and respond to her questions.

- The childminder teaches children early mathematical concepts. For example, she supports children to count and recognise that each item counts as one. Children also learn the vocabulary of colour, shape and size.
- Parents report that they are happy with the care and learning their children receive. They say that their children enjoy their time with the childminder and that they receive regular information. For example, the childminder talks to them each day about their child's day. There is a book which parents and the childminder complete to share daily information. Parents comment that their children, 'love coming' and that the childminder is 'like a second Mum'.
- The childminder does not forge such effective partnerships with other professionals involved in children's care. She does not establish a two-way flow of information with staff at other settings children attend, to help build on learning that takes place elsewhere.
- The childminder helps children to develop healthy lifestyles. She provides a variety of nutritious snacks and drinks. The childminder prepares a freshly cooked meal for children. Children enjoy eating fruit snacks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms that might indicate that a child is at risk of abuse. She knows the local safeguarding partnership procedures for reporting concerns about children's welfare and potential allegations made about her practice. The setting is clean and hygienic. Children benefit from suitable eating and sleeping facilities. The childminder uses risk assessments effectively. She ensures her home and garden are kept free of any potential hazards to ensure the safety of children in her care.

What does the setting need to do to improve?

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

- develop the use of questioning techniques and give children more time to respond to questions to extend their speaking skills further
- establish partnership working with staff at other settings children attend, to help build on learning that takes place elsewhere.

Setting details

Unique reference number	228378
Local authority	Birmingham
Inspection number	10281393
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 January 2023

Information about this early years setting

The childminder registered in 1999 and lives in Sutton Coldfield, West Midlands. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder and children throughout 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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