

Childminder report

Inspection date:

5 September 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 thrive in the nurturing care of this childminder. They separate happily from their parents and immediately get involved in the play opportunities on offer. The childminder knows children extremely well. She builds on their interests and fascinations to offer a range of learning experiences. Children are kind and they behave well. The childminder praises them as they follow simple instructions.

Children demonstrate high levels of emotional well-being as they seek the childminder out for reassurance and comfort. Children snuggle closely with her when they feel tired. The childminder listens carefully when children talk about how they are feeling. She responds positively when children tell her they are ready for a snack. They delight in choosing and preparing the fruit. Children confidently find their bowls and plates and settle themselves at the table. The childminder teaches children about the importance of a healthy lifestyle.

Children develop as curious and creative learners. The childminder consistently supports them to extend their ideas. For example, children carefully select from a range of collage materials to create pictures they are keen to take home. The childminder praises children and encourages pride in their creations, which helps them to develop confidence and strong self-esteem.

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

- The childminder has developed an interesting and well-sequenced curriculum that clearly reflects the unique needs of the children in her care. She gathers useful information from parents and uses this effectively in her planning. The childminder ensures that children access a wide range of experiences. Her skilful teaching supports children to make good progress across all seven areas of learning.
- The childminder regularly reflects on her provision. She attends regular, appropriate training sessions and webinars. The childminder successfully applies newly acquired knowledge to her practice. This enables her to drive improvement. The childminder ensures she is up to date with any changes to guidance and legislation.
- The childminder prioritises children's physical health and well-being. She implements a strong outdoor curriculum that supports children's agility, strength and stamina. Together, the childminder and children frequently visit the local lake and nature park. Children delight in recalling how they buy bird food to feed the swans. The childminder uses photographs to prompt children's conversations. They delight in sharing their memories of a trip.
- The childminder is a joyful play partner to the children in her care. For example, children enthusiastically involve her in their role play. They engage her in

selecting and 'preparing' food they buy from their pretend shop. Children immerse themselves in dressing up with support and encouragement from the childminder. Children become highly engaged in pretend play which develops their imagination and creativity.

- For much of the time, the childminder is a strong role model for children's communication and language development. She ensures that children hear the correct pronunciation of words as they develop their speech. Children happily engage in conversation. However, the childminder does not consistently allow sufficient time for young children to respond to questions as they play. This does not fully support children in developing their thinking and speaking skills.
- The childminder uses spontaneous opportunities to teach children about the world around them. For example, she encourages their interest in the bins being emptied. The childminder talks to the children about the importance of recycling paper and cardboard. Children enthusiastically wave to the refuse collectors as they empty the bins. They talk animatedly about how the bins are loaded onto the lorry and the rubbish is emptied.
- The childminder encourages children to be independent. She provides space and time for them to develop, practise and refine the skills they need to carry out tasks for themselves. Children wash their hands competently and understand the need to use soap and water. The childminder consistently praises children as they get involved in their self-care.
- Parents are exceptionally pleased with the service that the childminder delivers. They talk enthusiastically about the strong progress that children make while attending. Parents say that they feel well-informed and involved in their children's learning and development. Children are happy to arrive and are less keen to leave at the end of the day. Parents appreciate the range of exciting opportunities the childminder plans for their 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:

- build on the teaching of communication and language even further to allow young children more time to think about and respond to questions.

Setting details

Unique reference number	228404
Local authority	Birmingham
Inspection number	10355354
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	2
Date of previous inspection	27 November 2018

Information about this early years setting

The childminder registered in 1990 and lives in Erdington, Birmingham. She operates all year round from 7am to 5.30pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Lisa Gadsby

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting 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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