

Childminder report

Inspection date: 10 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

The childminder provides a happy, highly nurturing homely environment. Children have strong bonds with the childminder. They are given plenty of comfort and reassurance to help them feel safe. The childminder cares for children well. Children enjoy taking part in the wide variety of activities that reflect their interests. Children show a good understanding of well-established routines. They help the childminder to tidy toys and resources away in preparation for outdoor play. Children's self-care and independence are promoted well. For example, the childminder helps children to persevere when putting shoes on, ready for outdoors. These skills help to prepare children for school.

The childminder's interactions with children are calm and caring. She ensures that daily interactions are language rich to promote children's communication and language development. As a result, children begin to repeat words they hear throughout the day. The childminder knows and understands the children well. She encourages children to tune into their surroundings. For example, during outdoor play, the childminder points out the sound of a dog barking. She questions children about the sound they may recognise. Children respond and tell the childminder that they can hear a 'dog'. This helps children to build on their knowledge of the world around them.

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

- The childminder knows what she wants children to learn. She works closely with her co-childminder to provide and plan a well-balanced, child-led curriculum for children. The childminder has a good understanding of child development and follows children's individual learning needs well to build and extend on what they already know and can do.
- The childminder organises children's learning well. She ensures that there are plenty of opportunities for children to extend their development. The childminder uses assessments to determine the progress that children make, and she plans their next steps in learning. However, some adult-led activities are not adapted well enough to fully meet the needs of younger children to encourage their engagement and extend their learning to the highest level.
- The childminder has an awareness of how to support children with special educational needs and/or disabilities. She understands the impact of the pandemic and has adapted her routine to support children's needs. The childminder worked together with her co-childminder to recognise that children's social skills were impacted. As a result, she supported children to build relationships with others to strengthen their social skills. Consequently, children have developed their skills in this area further.
- Children follow good health and hygiene routines. They wash their hands before

meals and snacks. The childminder provides healthy and nutritious homemade meals. She ensures that children eat a variety of fruit and vegetables during mealtimes. The childminder ensures that children benefit from fresh air and exercise. She provides opportunities for children to develop their physical skills. Children are encouraged to develop their gross motor skills through activities. Furthermore, younger children navigate crawling safely around the childminder's home with ease.

- The childminder carries out effective risk assessments and checks to ensure that children can play safely in her home, garden and during outings. She helps children to celebrate festivals throughout the year and teaches them about the wider world. Children learn through regular outings and visits to playgroups, places of worship, the park, the farm and museums. These help children to learn about different people, communities and life in modern Britain.
- The childminder has strong partnerships with parents. They report that the childminders are an extension of their family and love the kind welcome they receive. Parents comment on the efficiency with which the co-childminders strengthen the learning experiences for children. Parents praise the regular and highly effective two-way communication that the childminder provides. They feel fully informed about their child's development.
- The childminder works closely with her co-childminder to keep her knowledge up to date. She has strong links with other childminders. The childminder engages with them regularly and works in partnership to share updates, information, ideas and good practice.

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:

- consider ways to adapt activities and learning experiences to meet the needs of younger children more effectively and enhance their learning even further.

Setting details

Unique reference number	228446
Local authority	Birmingham
Inspection number	10364026
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	5
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder was registered in 1995 and lives in Yardley, Birmingham. She co-childminds with her husband, who is also a registered childminder. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for family holidays. The childminder holds a recognised early years qualification at level 3. The childminder provides funded care and early education for children aged from nine months up to four years.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of parents' views during the inspection.
- 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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