

Childminder report

Inspection date: 1 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 homely environment, where children feel safe and secure. They have formed loving bonds with the childminder, who is warm and affectionate. Children freely explore the play environment. They independently select the toys and invite the childminder to join in their play. Children enjoy a variety of puzzles and creative activities and show good hand-eye coordination as they carefully spread glue onto their paper and arrange shapes into the correct space. The childminder helps children to learn how to use scissors safely. She guides the children on how to hold the scissors correctly.

The experienced childminder provides children with an exciting and enabling environment in which to learn. She has a thorough knowledge of how children learn and of child development. She effectively plans a curriculum that is ambitious and based on children's interests, what they already know and what they need to learn next. The childminder focuses on developing children's communication and language and independence, to prepare them for their future learning as they move on to school.

The childminder has high expectations for children's behaviour. Children have positive attitudes to learning and their behaviour is good. They are well mannered, gentle and considerate. The childminder is a good role model. She gently teaches children how to collaborate in their play.

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

- The childminder evaluates children's learning and progress regularly. She uses this information to help plan the children's next steps in their learning. As a result, all children are making good progress. The childminder provides a wide range of activities and experiences that children are interested in. Children engage well and confidently take part in all activities on offer.
- The childminder supports children's emerging communication and language skills well. She uses stories, rhymes and songs to promote children's communication skills. The childminder engages children in conversations to promote their knowledge of letters. Children start to recognise the shapes and sounds of letters within their names. However, she does not consider the background music, which is played throughout the day, and how this can impact on children's concentration and ability to listen intently.
- The childminder successfully weaves mathematical skills into children's daily routines and activities. She reminds children to use their 'counting fingers' as they count how many pieces of fruit the caterpillar ate. She uses every opportunity to model counting, discuss quantity and identify shapes in the environment.

- The caring childminder has a calm and reassuring approach when caring for young children. She is very sensitive about their needs and responds appropriately to ensure children are happy and settled. Children enjoy cuddling close to the childminder as they look at books. The childminder has a large collection of books for children of all ages. She reads to the children during group story sessions daily. While children have access to books, they are displayed on overcrowded bookshelves. This does not always allow children to select and enjoy books independently.
- The childminder encourages children's independence, enabling them to help themselves to resources and begin to manage their own self-care. Children are encouraged to take responsibility for small tasks, such as tidying away toys and resources. The childminder praises the children's efforts. Children thrive on the praise they receive and their achievements. They are developing good independence skills in readiness for the next stage of their learning.
- Parents speak incredibly highly of the childminder. They value the range of outings and experiences the children have to extend their learning. The childminder provides parents with daily conversations, photos and summaries of what they have been doing each day. Parents say that their children are very happy and settled and look forward to their time at the childminder's house.
- The childminder regularly meets with other childminders to give children opportunities to play and take turns in larger groups. The childminder attends mandatory training to keep her knowledge updated. She seeks new ideas, linking with other childminders and local authority advisers to enhance the experiences she offers 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:

- reduce background noise to minimise distractions and support children's communication and listening skills further
- improve the organisation of books so that young children can access these more freely to further support their enjoyment and interest in books.

Setting details

Unique reference number	228640
Local authority	Birmingham
Inspection number	10363919
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 1996 and lives in Birmingham. She operates all year round from 8am to 5.30pm, Monday, Tuesday, Wednesday and Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- The inspector talked to the childminder about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views about the childminder's service 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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