

Childminder report

Inspection date: 30 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are extremely confident and independent in this safe and familiar environment. They freely choose what to do and their interests are used successfully to help them progress and learn. Children show a keen interest in solving mathematical problems during their play and through the daily routine. For example, they choose to play with coloured bears and bowls and the childminder skilfully makes learning fun. Children show high levels of engagement as they recognise colours and numbers and learn about addition. During snack time, they thoroughly enjoy counting, estimating and grouping fruit as they eat. Children hear and use a rich range of words and are eager to talk about their experiences. The childminder listens intently and often repeats and introduces new words to enrich children's vocabulary.

Children show a keen interest in making marks, writing, colouring and creating collages using a range of materials. The childminder is extremely skilled in helping children talk about their creations and describing their ideas in detail. Children easily recall what they have previously learned as they name the various foam insects they use to thread onto elastic to make bracelets. For example, children talk about caterpillars, slugs, butterflies, ladybirds and their features. Children behave well. They follow instructions easily and enjoy the childminder's company.

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

- The childminder uses her observation and assessment system extremely well to find out what children can do and enjoy. She uses this as a secure base to help her plan a motivating range of experiences to meet their individual learning needs. She also uses the changing seasons to teach them about the natural environment and to offer rich first-hand experiences across the curriculum. She places a high priority on promoting children's communication and language skills during her interactions with them.
- The childminder swiftly identifies any children who may benefit from additional help and works closely with parents to help close gaps in their learning. Consequently, children make good progress from their starting points, particularly in relation to their communication and language. Parents report they are extremely impressed by the quality of information they receive about their children's progress. They appreciate the guidance given on how to support their children and like the nurturing environment the childminder provides.
- The childminder makes effective use of training opportunities to keep her knowledge about changes in the early years up to date. However, she does not rigorously monitor the educational programmes to help identify further areas for development. For example, she has not identified that although she teaches children about their own families, they have fewer opportunities to learn about

their local diverse community.

- The childminder offers a varied range of books, which are made easily accessible and she reads to children daily. However, she does not fully support those children who are not as interested in books to help them develop a deep fondness for stories.
- Promoting children's physical development is given high regard. Children have ample opportunities to be outdoors and benefit from a challenging range of climbing equipment and physical play opportunities. They learn to take controlled risk as they use a range of swings. The childminder provides a stimulating range of activities to help strengthen children's fingers and hands in readiness for writing.
- Daily discussions about healthy eating are incorporated well and children demonstrate a good understanding of keeping healthy. For example, children talk about the benefits of the fruit they eat and how it contains vitamins. Children help care for vegetables they have grown and learn about the benefits of fresh produce.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and all adults living in the household are vetted and deemed suitable. The childminder has a good understanding of child protection issues and the procedure to follow if a child is suffering from abuse or neglect. Her home is safe and clean and effective hygiene practices are in place to help prevent the spread of infection. The childminder ensures children are supervised at all times and undertakes detailed risk assessments to keep them safe. Children learn how to keep safe on outings as they learn about car and road safety. There are clear procedures in place to ensure children do not use the internet and social media at the childminder's home.

What does the setting need to do to improve?

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

- monitor more rigorously the educational programmes to help identify areas for further development, such as increasing the opportunities children have to learn about their local diverse community
- support those children who are not as interested in books to develop a deep fondness for stories.

Setting details

Unique reference number	2516478
Local authority	Birmingham
Inspection number	10207931
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Birmingham. She operates Monday to Friday, 7.30am to 5.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector took into account the views of parents.

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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