

Childminder report

Inspection date: 6 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are welcomed by an enthusiastic childminder. There is a bright, well-equipped playroom for them to explore. All of the activities are easily accessible to the children, enabling them to make choices in their play and follow their interests. Children behave well as they share their toys and play together.

Children explore the paints and play dough. This enhances their small-muscle skills as well as their creative development. Children have lots of opportunities to develop their language and communication skills. They talk with the childminder and each other about what they are doing, using both their home language and English. Children learn independence and self-help skills as they take off their coats and shoes and put them on their pegs.

Children play with the home corner and the baby dolls, developing their imagination. They learn about personal hygiene and how to care for themselves and others. They build on this using the tooth brushes to clean the teeth of the toy crocodile. The childminder helps the children link this to the importance of their own oral hygiene. Children learn about their community as they visit the local museum and parks. This benefits the children by extending their experience of places and their knowledge of the environment.

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

- The childminder has a good understanding of the curriculum. She places a strong focus on supporting children's communication and language, including support for those who speak English as an additional language. The childminder talks to the children in English and their home language. She describes what they are doing as they complete activities and encourages children to respond. As a result, children make good progress in their spoken English.
- The curriculum for indoors is well planned to provide activities that build on what the children know and enjoy. This enhances their learning and supports them to make good progress. However, the childminder does not always make the most of the outdoor space to fully enhance children's enjoyment and learning.
- The childminder counts with the children in a range of situations, such as when they are washing the fruit and getting out the tools for the play dough. This helps children to develop a good understanding of mathematics and number.
- Children enjoy being creative. They paint at an easel and talk to the childminder about their pictures. This also helps to strengthen the small muscles in their hands and to prepare children for their early writing skills.
- The childminder knows children well and is able to plan for their future development. She is skilled at linking children's home lives to the activities that she plans. For example, she introduces baby dolls to look after in the home

corner, and initiates conversations about how we care for others to help children explore the arrival of new siblings.

- The childminder works closely with parents and provides them with regular updates on their child's progress. She encourages parents to support the children's learning at home by giving them play packs, which contain the words to songs and rhymes or counting games that parents can play with their child during the holidays. The childminder gathers information about the children when they first start at her setting, including the language spoken at home. She uses this information to help children settle and make progress from the outset.
- Children have a close and warm relationship with the childminder and demonstrate that they feel secure in her care. This allows children to feel relaxed and have fun when they are learning. For example, there is lots of laughing and giggling when children make a moustache with the play dough.
- Children's health and well-being is given high priority. They enjoy washing and preparing the fruit for snack as they learn about healthy eating. The childminder works well with other community organisations to enable families to access additional support, if needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding signs and symptoms training, as well as a designated safeguarding lead course. She has also completed local authority webinars on radicalisation, the 'Prevent' duty and county lines. She is able to answer scenarios about how to identify different types of abuse, including female genital mutilation, and understands the procedures she would follow if she needs to safeguard any of the children in her care. The childminder has links to community provision to support parents and children who may be at risk.

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 the outside area to provide a range of activities for children that further enhance their learning and development.

Setting details

Unique reference number	2538135
Local authority	Birmingham
Inspection number	10215262
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	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Yardley, Birmingham. She operates during term time from 7.30am to 5pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Lynne Bishop

Inspection activities

- This was the first routine inspection the provider 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 spoke to the inspector about their intentions for the children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents and took their views into account.

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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