

Childminder report

Inspection date: 18 October 2022

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children build warm and affectionate relationships with the childminder. They sit with her and receive cuddles when they are feeling upset or tired. They welcome her interaction into their play. Children enjoy developing their imaginative play as they act out going to the park with small figures. They place small figures into cars and drive them around, talking about taking the baby to the park.

Children are developing a fondness for books, as they choose favourite stories to read. They sit with the childminder and become fully captured, as the childminder brings the story to life. Children talk about what is happening in the story and show excitement as the tale continues. They relate their own experiences to the story. For example, they tell the childminder that their house is made of bricks like the one in the book. The childminder extends these conversations and talks about who else lives in houses made of bricks.

Children are developing an awareness of their behaviour and how this impacts on the feelings of others. When they encounter conflict, the childminder gently supports children to find a resolution. Children are starting to take turns and share toys. For example, they give toys to each other and tell the childminder that they are sharing. They enjoy receiving praise from the childminder as they do this.

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

- Since the last inspection the childminder has reflected on her risk assessment processes and tightened them. She now has sole access to the whole of her premises and makes sure the areas which children use are safe and suitable for them.
- The childminder knows children well. She has a good understanding of children's development and is clear about what she wants them to learn. She provides appropriate play opportunities for children to develop their knowledge and skills. However, some of the planned activities are not fully thought-out, and therefore do not fully capture children's interests.
- The childminder's curriculum focuses on children's communication development. She reads stories and sings songs with children on a daily basis. She uses a nursery-rhyme bag with props to initiate conversations. Children practise songs they have learned, using microphones during their play.
- The childminder uses assessment effectively. She draws on her knowledge of what children already know and plans learning opportunities which helps them to progress on to their next stage of learning. Children, therefore, make good progress.
- Children are learning to manage and resolve conflict. The childminder supports children to be respectful of others and calmly helps them find a solution, when

they want to play with the same toy. Children respond well to her prompts and begin to share toys with one another.

- Parents are happy about the care their children receive. They take time to post complimentary comments on a website about her professionalism and kindness. They comment that their children have 'developed leaps and bounds', and how they feel like 'part of the family'.
- Children are learning about the world around them. They have regular opportunities to explore their local community. For example, children enjoy going to the local park and recently visited a local religious building to learn about different celebrations. Children also gain experiences of going on trains and learn about different ways to travel.
- The childminder continuously updates her own knowledge and skills. She is a member of a childcare organisation and accesses regular training courses. She has recently updated her knowledge about special educational needs and/or disabilities, so that she can provide the right support to children who need it.
- Children are beginning to develop independence. They choose their own toys, tidy away when they are finished playing, and have opportunities to cut their own fruit when they have snacks. There are times, however when the childminder does things for the children which they could manage to do for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has significantly improved her awareness of safeguarding matters since the last inspection. She ensures children are safe in her care. She recognises signs which indicate a child may be at risk of harm and knows the procedures she should follow. The childminder knows what she should do if an allegation is made against her or a member of her home. She has good knowledge of different safeguarding matters and ensures she keeps up to date with any changes to safeguarding procedures. Children are taught how to keep themselves safe, as they learn about the dangers of opening doors to strangers and how to follow road safety rules.

What does the setting need to do to improve?

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

- consider how to make activities more exciting for children to fully capture their interest
- make better use of all aspects of the daily routine to further support the development of children's independence skills.

Setting details

Unique reference number	2555694
Local authority	Birmingham
Inspection number	10245582
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	26 May 2022

Information about this early years setting

The childminder registered in 2019 and lives in Birmingham. She operates from 9am to 5pm all year round. She has a suitable early year's qualification at level 3. The childminder provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed written comments made by parents during the inspection and took account of their views.

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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