

Childminder report

Inspection date: 29 January 2020

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 warm and welcoming environment. She observes, assesses and plans well to challenge children and ensure they make good progress. The childminder supports children effectively so that they acquire skills and a capacity to learn. They are happy, confident and inquisitive. The bond between children and the childminder is strong. She gives children's personal, social and emotional development a high priority. Children behave well. They are kind and understand the childminder's expectations for sharing and taking turns. Older children consistently engage in conversation with the childminder. They talk about their pets and share concerns that even though they are very nice to them, sometimes the pets are unkind and scratch. Children talk about events at home, including birthday parties when they dressed up as favourite story book characters. They have positive attitudes to learning. Older children ask younger ones to be quiet, saying that they 'cannot concentrate' while involved in an activity that requires them to match colours. The childminder encourages children's interest in books and stories. Younger children particularly enjoy looking at an interactive book that requires them to listen to the sounds that different animals make and match the sounds to the pictures.

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

- Children's learning builds well on what they already know and can do. They develop good skills that help them to be ready for the move on to pre-school and school. The childminder engages parents in their children's development and learning in her setting and at home, helps parents share what they know about their children and keeps them informed about their children's achievements and progress. Parents share very positive views about the childminder's provision.
- The childminder consistently models clear and correct pronunciation. She supports children's thinking skills effectively, for example she asks open-ended questions and gives children time to put their thoughts into words. The childminder adopts effective teaching strategies to help young children progress from saying single words to forming simple sentences.
- Older children spontaneously talk about shapes. For example, they form the shape of a heart with both of their hands. The childminder encourages children to match colours. However, she does not make the most of opportunities to count and compare quantities and sizes while they play.
- Children practise their good handling skills in a variety of ways, for example while threading with different coloured string. Pencil control develops well, and older children draw small pictures of themselves that include hair, facial features, fingers and toes. They are learning the link between letters and sounds and can write their names.

- Children develop an understanding of dangers and how to keep themselves. The childminder organises a regular fire drill practise and as she talks with them about this, young children say 'fire is hot'. Children learn how to cross the road safely and know why they must wear safety straps in their car seats.
- Children confidently make decisions about their play as they choose from the variety of easily accessible resources in a designated playroom. The childminder supports them in making independent, spontaneous decisions about their play. For example, she stores toy boxes on open shelving and labels them with print and pictures of what is inside. Children learn to manage their self-care needs independently.
- Children gain some awareness of similarities and differences in society. For example, toys and books reflect disability and different cultures. However, the childminder has not fully considered ways to raise children's awareness of families, cultures, traditions and beliefs outside their own experience.
- The childminder evaluates her practice. Membership of an association for early years workers helps her to keep up to date with early years issues. She keeps her knowledge current through research and training. Records, policies and procedures required for the safe and efficient management of the provision are well maintained and implemented.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. She makes sure that her house and garden are secure so that children cannot leave unsupervised, and unwanted visitors cannot gain access. The childminder identifies and successfully minimises potential risks in her home.

What does the setting need to do to improve?

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

- extend practice for raising children's awareness of families, cultures, traditions and beliefs beyond their own
- make the most of opportunities for children to practise counting and learn to compare quantities and sizes.

Setting details

Unique reference number	504711
Local authority	Birmingham
Inspection number	10072938
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 1993 and lives in Birmingham. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector observed activities while children played in the indoor play area.
- The inspector spoke to the childminder and children at appropriate times through the inspection.
- The inspector discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualification and training, and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records, planning, policies and procedures and a range of other documentation.
- The inspector took account of parents' views about the provision.

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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