

Childminder report

Inspection date: 21 March 2025

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

The provision is good

Young children form secure relationships with the caring childminder who knows them and their families well. They clearly enjoy the time they spend in her care. The childminder seeks a range of information from parents when children first begin to attend. For example, she asks parents or carers about children's development, likes, interests, and routines from home. This information helps the childminder to meet children's individual care and learning needs from the outset.

Young children behave well. The childminder gently reminds them of the house rules throughout the day. For example, to use kind hands and to sit nicely and not jump on the furniture. Young children display positive attitudes to learning and are eager to press buttons on toys. They giggle and excitedly wriggle their bodies as the toys move and make noise. The childminder sits alongside children to support their play. She encourages them to join in with action songs and rhymes. Young children try hard to jump like the monkeys in the song. The childminder provides children with sensory play activities. For example, they explore textures, such as breakfast cereal. Young children practise using spoons and attempt to fill and empty small containers. The childminder asks questions which allow children time to think and respond. For example, she asks them if the cereal tastes 'yummy' as they put it in their mouth.

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

- The childminder and her co-childminder who is a member of her family work well together. They have designated roles and responsibilities to aid the smooth running of the setting. Together, they provide children with a range of age-appropriate toys and resources to help them learn and develop. However, the childminder does not make sure that resources are organised well enough to effectively support children to make independent choices about their play and allow them to lead their own learning.
- The childminder provides children with nutritious home-cooked meals and snacks throughout the day. Children know what is expected from them and sit at the low-level table at mealtimes. They are independent and access their drinks bottle to keep themselves hydrated. The childminder provides children with some experiences to support their understanding of healthy lifestyles. Children are beginning to learn the importance of good oral health. The childminder encourages them to brush their teeth after eating. However, children do not learn the importance of good hygiene practice because the childminder does not make sure there are consistent handwashing routines, such as before mealtimes.
- The childminder has a secure knowledge of how children learn and develop. She attends some training to further her knowledge and skills. However, the childminder does not always identify gaps in her knowledge to target her

training needs on closing those gaps and raising the quality of her teaching to the highest level.

- The childminder plans play activities around children's individual interests. She makes assessments of what children know and can do and uses this information to plan for their next steps in learning. Children make good progress from their starting points.
- The childminder effectively supports young children's speech and language skills. She encourages them to use associative sounds. For example, young children say 'quack' and 'moo', as they look at pictures in a book. The childminder promptly follows these sounds with single words, such as 'duck' and 'cow', encouraging young children to repeat the words after her.
- Children's emotional well-being is supported well. The childminder gently attends to their personal care. She quickly identifies when children are becoming tired. Young children sit on her lap and snuggle in for a cuddle. The childminder gently rocks them to sleep. Young children sleep peacefully in the childminder's arms before she gently places them on the sofa beside her. She regularly checks on them to ensure they are safe and well.
- The childminder has good relationships with parents. She shares information with them about children's time at the setting in a range of ways. For example, through daily discussions and digital messages. Parents are very happy with the care and education children receive. They comment on the warm relationships children have with the childminder and how happy their children are to attend.

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:

- strengthen the organisation of resources to support children to make independent choices about their play and lead their own learning
- provide children with consistent handwashing routines to further support their understanding of good hygiene practice
- target professional development opportunities on identified gaps in knowledge to help raise the quality of teaching to the highest level.

Setting details

Unique reference number	504718
Local authority	Birmingham
Inspection number	10394178
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 October 2023

Information about this early years setting

The childminder registered in 1999. She works from her co-childminders home in Birmingham. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about how she supports children's learning and development.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a small group activity with the childminder.
- Parents shared their views of the setting 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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