

Childminder report

Inspection date: 19 July 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	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 comforting environment for children. She forms strong relationships with them and their families. Children show a great fondness for the childminder and laugh together. It is evident that they are happy in the childminder's care and that they feel safe and secure in her home. Children learn to respect each other and are beginning to develop empathy as they show an awareness of their own needs and the feelings of others. The childminder acts as a role model and sets clear expectations of how to behave. Children are polite and demonstrate good manners as they say please and thank you during snack time.

The childminder knows the children extremely well and has high expectations for their learning. Children engage in different activities in the childminder's home. For example, they count numbers on beanbags and share books with the childminder, showing excitement as they recall parts of a familiar story. Children learn how to look after animals as they feed the pet tortoise and discover what happens when animals hibernate. The childminder also provides a variety of opportunities for children to extend their knowledge of the local community and the wider environment. Children visit the local park, attend music groups and visit the local pet shop where they enjoy talking to the resident parrot.

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

- The childminder has a secure understanding of what children need to learn. She regularly reviews the progress children make and plans effectively for what they need to learn next. This helps to ensure children have the knowledge and skills they need to learn and develop and are prepared well for their eventual move on to school.
- Children make good progress in their learning. They develop their mathematical knowledge as they learn about shapes, colours and numbers. However, at times children do not have enough opportunities to explore their own ideas as the the childminder is too quick to give solutions.
- Children learn to extend their vocabulary and broaden their knowledge of more complex words. For example, children talk about seeing a 'Lamborghini' while out with the childminder.
- The childminder successfully teaches children to develop their independence. Children wash their hands before eating and put their own shoes and hat on before going outside. As a result, children manage their personal needs well.
- Children learn how to keep themselves healthy. They grow tomatoes in the garden and bake baby flapjacks made with vegetables. These experiences support children to understand where food comes from and how this contributes to their good health.
- Children demonstrate a sense of confidence and motivation in their learning. For

example, they persevere when completing a difficult jigsaw until it is complete. Children therefore learn to show resilience when they encounter challenges.

- The childminder regularly updates her own knowledge and skills. She accurately identifies gaps in her own knowledge and is proactive in accessing further training to address this. This helps to ensure her knowledge of how to support children's learning continuously and contributes to the high-quality education children receive.
- Parents speak highly of the childminder. They comment that they 'feel like part of the family'. The childminder shares information about children's learning, which helps to ensure the continuity of their care.
- The childminder provides children with a range of rich and diverse experiences outside of the home. This helps children to learn about the world around them. For example, children visit the local community and attend a singing group where they learn to sing in Spanish. Children enjoy this and repeat the songs they learn. However, there are times when younger children's learning experiences inside the home could be enhanced even further. Younger children can not always independently access some of the resources they can see.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of how to keep children safe. She can identify signs which show a child may be at risk of harm and knows how to implement the appropriate procedures should this arise. The childminder has a good understanding of how different safeguarding issues can affect young children and explains some specific behaviours in children which might concern her. She understands her responsibility to follow up any allegations which may be made against her or a member of her household and is clear about the procedure she would follow in the event of this happening. The childminder identifies hazards within the environment and acts on these immediately to reduce the risk to children's safety. This ensures children have a safe learning environment to explore.

What does the setting need to do to improve?

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

- develop more opportunities for children to explore their own ideas and make further links in their learning
- review the organisation of the indoor environment so that children have opportunities to make more independent choices about their play.

Setting details

Unique reference number	550013
Local authority	Birmingham
Inspection number	10072990
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered in 1993 and lives in Birmingham. The childminder operates Monday to Friday, all year round and provides care from 7.30am until 5.30pm. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 inspector and childminder had a discussion about the curriculum and the impact on children's learning.
- The inspector and childminder carried out a joint observation of an activity.
- The childminder presented relevant documentation as required.
- The inspector reviewed and took account of written comments from parents about the care their children receive.
- The childminder showed the inspector around the premises and discussed how they ensure it is safe and suitable.

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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