

Childminder report

Inspection date: 12 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy the wide range of learning experiences that the childminder provides for them. They are well motivated to play and learn. They form close bonds with the nurturing childminder and are happy and secure in her care. Children make good progress in their learning and acquire a secure foundation in preparation for starting school or nursery. Children are confident in their own abilities and enjoy helping with everyday tasks such as chopping their fruit snacks and making sandwiches for lunch. They learn about making healthy food choices and how it is important to limit treats. Children talk about when they brush their teeth and learn about following good hygiene routines. They know about the importance of washing their hands and catching their coughs in their elbows to help limit the spread of germs. Children gain good social skills and the childminder helps them effectively learn to manage their feelings and behaviour. They gain an understanding of how it is kind to share toys. Children enjoy opportunities to develop their understanding of the world. This includes talking about their families, friends and the celebrations they have with them, such as birthdays. They benefit from opportunities to meet new people in the local community.

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

- The childminder works closely with parents to involve them in their child's learning and exchange information about their care and development needs. This helps to provide continuity for children. She has developed successful links with the nurseries and schools that children also attend to enable her to provide continuity in children's care and learning.
- The childminder focuses on her ongoing professional development to keep her teaching skills updated. Recent training helped her to consider the different ways that boys and girls prefer to learn. She seeks the views of parents and children as part of her self-evaluation and has identified aspects of her provision to enhance further. She is currently developing her outdoor provision for children. However, she does not reflect precisely on the quality of her teaching to identify where she can extend her practice even further.
- The childminder carefully monitors the progress that children make. This includes a detailed review of children's development at age two. She uses her good understanding of how young children learn to identify what they need to learn next and plan how she will help them to progress well. She successfully identifies how to organise the learning environments to support children effectively in the different areas of learning. For example, children eagerly experiment with mark making as they select paints and brushes to decorate plant pots. This sparks discussion about what plants need to grow and how they will change over time. However, at times, the childminder does not give children enough time to follow their own play ideas.

- The childminder supports children's communication and language development well and provides them with good opportunities to learn new words, and build their use of sentences. She provides a rich and varied narrative for their play. Children enjoy listening to stories and singing songs. They communicate their ideas clearly and confidently express their opinions. For example, they decide that a character in a book is a girl because they are wearing a skirt.
- Children benefit from a range of opportunities to practise their physical skills. This includes gaining confidence to use more adventurous equipment in the park and soft play. They focus carefully as they stand on one leg like the swans they saw in the park. Children concentrate well as they use their smaller muscle movements when they learn to cut paper with scissors and complete threading activities.
- The childminder helps children to gain good mathematical understanding. Children follow her example of moving objects from one hand to another to enable them to count accurately. They develop their understanding of measures and comment how shoes are too big or too small for feet.
- Children enjoy using their imaginations as they play, particularly dressing up and taking on the role of characters such as dragons and princesses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibilities to protect children from harm. She attends regular training to keep her safeguarding knowledge updated and to ensure she knows how to report any concerns. She is aware of potential indicators that a child may be at risk of harm. This includes being alert to signs of extreme views and practices. The childminder makes good use of risk assessments to ensure she keeps children safe in her home and at places they visit together. She keeps detailed logs of any accidents that children have and keeps her first-aid skills updated regularly.

What does the setting need to do to improve?

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

- reflect further on teaching to identify where children's learning experiences can be enhanced to provide them with even greater challenge
- increase opportunities for children to lead their own play and learning to support their critical-thinking skills further.

Setting details

Unique reference number	EY103212
Local authority	Birmingham
Inspection number	10116018
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	14
Date of previous inspection	23 May 2016

Information about this early years setting

The childminder registered in 2002 and lives in the Kings Heath area of Birmingham. She operates all year round from 7.30am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence about suitability and training.
- The inspector took account of parents' 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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