

Childminder report

Inspection date: 3 September 2024

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

Children clearly enjoy their time at the childminder's home. The childminder and her assistant provide a warm and welcoming environment. They get to know their children well by gathering valuable information before the children start. They use this information to plan activities and experiences that the children might not have tried yet. The childminder attentively follows the children's interests, which inspires their next topics for learning. This supports a rich and varied curriculum that helps to close any gaps in children's knowledge.

The childminder and her assistant work well as a team. They deploy themselves effectively to keep children safe. They meet children's personal needs with dignity and respect. The childminder and her assistant recognise when children are becoming tired and needing time to rest. They follow safe sleep practice and regularly check on sleeping children. They are kind and warm, and they know the children well. As a result, children are happy and settled in their care.

The childminder and her assistant regularly take children out into their local community. They fully consider any risks they might face. The childminder teaches children about road safety and how to behave when outside. They learn to share resources, and the childminder and her assistant gently encourage turn taking. Consequently, children behave well and are being prepared with vital skills for their future.

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

- The childminder reflects on her practice and recognises where improvements can be made. She completes regular training and professional development. The childminder works closely with her assistant and other local childminders to share information and good practice. This helps to improve the overall quality of care and education that children receive. However, the childminder does not always monitor her assistants closely enough to ensure that they have all the support and coaching they might need.
- The childminder regularly assesses children's progress and shares this information with parents. She quickly identifies any gaps in children's knowledge and provides support to help close these. The childminder understands how children learn and celebrates their uniqueness. However, there are times during outings where children spend too long free playing and do not receive the support and interaction they need to maximise their learning to the highest level.
- The childminder makes good use of songs and stories to build children's communication and language skills. She adds excitement with her tone of voice, so children are keen to know what is happening next in the story. Children clearly have a love for books. They confidently move around the childminder's

home, choosing what they would like to play with next. The childminder has effective risk assessments in place that help to minimise any hazards. Children, therefore, play and learn in a safe and nurturing environment.

- Children are learning about healthy lifestyles. They enjoy daily outdoor physical play. Children eat a variety of nutritious, home-made, freshly prepared meals and snacks. They have access to fresh drinking water, and hand hygiene practice is embedded into the routines of the day. The childminder is attentive to children's medical needs and dietary requirements. Allergy management procedures are secure. This helps to keep children safe and well.
- Tailored settling-in sessions help families and children to transition into the new environment. Secure bonds between the childminder, the assistant and the children are clearly evident. Children approach them for cuddles and reassurance as they need it. The childminder works with other settings to share information as children move on to school. This helps to ensure a smooth handover and prepares professionals in their new settings with key information that they might need.
- The childminder and her assistant introduce age-appropriate mathematical concepts. They count the stairs as they climb up to use the toileting facilities. They sing songs with numbers and count the fruit in the books as they read. This exposes children to new language and deepens their understanding of quantity.
- Parents speak positively of the childminder and the exciting experiences she provides. Older children comment about their happiness at having attended the childminder's setting for a long time. They reflect fondly on the moments they share.

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:

- monitor the suitability and effectiveness of assistants even more closely so that they receive the support and coaching they need
- enhance interactions with children when on outings, so they receive teaching and support that maximises their learning.

Setting details

Unique reference number	EY231472
Local authority	Birmingham
Inspection number	10362659
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 11
Total number of places	12
Number of children on roll	12
Date of previous inspection	15 September 2022

Information about this early years setting

The childminder registered in 2003. She operates all year round, from 7am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two- and three-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Katie Rudge

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are 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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