

Childminder report

Inspection date: 12 March 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

The childminder is kind and caring. She responds warmly to the children she cares for. Children are given time to talk and to think before answering the questions she poses. This allows children to develop their own thoughts and helps them to feel valued and respected. Children clearly enjoy their time with the childminder. Close relationships support their emotional well-being. Children show high levels of self-esteem and confidence in the childminder's care. The environment is child-friendly, inviting and safe. Children are motivated to learn. They want to take part in activities and also to make choices about their own play. Children begin to develop an awareness of their own personal care needs through the childminder's modelling of good hygiene practices. Behaviour is very good. Children learn simple rules to help them to manage their feelings and emotions. They understand about taking turns and eagerly wait during card games to match the pictures.

The childminder has a good understanding of what each child needs to learn next to make the best possible progress. She plans and implements an effective curriculum which supports children to acquire the wide range of skills they will need for their future learning. The childminder places a sharp focus on children's speech. She continually supports children to acquire a wide vocabulary so that they can make their wishes and feelings known.

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

- The childminder is an active member of a local early years network that organises group times where children can socialise and make friends in a social group. She accesses training and support through the network to keep her knowledge up to date. The childminder reflects on her practice and is invested in continuing to make improvements, which supports children's learning and development.
- The childminder has a clear understanding of how children develop and has an accurate picture of each child's next steps. A precise focus on children's speech supports them to quickly build the number of words they know and understand. This helps children to have an active part in conversations and encourages them to be confident, clear speakers.
- Children enjoy books and choose their favourite story. They recall the narrative and look for the different-coloured eggs on the pages. Children recognise the characters as they sit close to the childminder as she reads the story to them. The childminder interprets the actions as she knocks on the book to replicate the door knock. Children smile as they eagerly give their own explanations of what happens next.
- Children are fully immersed in learning and the childminder skilfully maintains their engagement. They learn to play games and follow simple rules. Children

anticipate what will happen next as they look at the different cards and help the childminder to find a match. They know where the cards need to be placed to complete the game. Children use their imagination as they role play with play fruit and vegetables. They create a pretend breakfast for the childminder. They pour melon fruit juice and watch as the childminder drinks this.

- Children learn about early mathematics. They look at different colours and compare other objects of the same colour as the childminder asks, 'What else is red?' Children are beginning to recognise numbers up to five as they count on their fingers while singing action rhymes. The childminder consolidates their learning as she continues to repeat the numbers in the correct sequence for the children to follow.
- Daily exercise in the fresh air supports children's physical development. They walk to and from local schools, attend local groups and visit parks during the week. Children learn about different communities. They travel on buses and experience the wider world. Throughout the year, children learn about different festivals and cultures. However, they could learn more about the wide range of different families outside of their own experience.
- Parents say that they are very happy with the quality of care and education their children receive. They comment on the close relationships children have with the childminder and her high level of professionalism and support. Parents like the creative pieces of work which children take home. These are important memories of their time with the childminder. Parents say that their children are happy and enjoy the time they spend with the childminder.

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:

- consider how to further increase children's understanding of people and families in the diverse world around them, outside of their own personal experience.

Setting details

Unique reference number	EY246716
Local authority	Birmingham
Inspection number	10317450
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 11
Total number of places	4
Number of children on roll	15
Date of previous inspection	11 May 2018

Information about this early years setting

The childminder registered in 2002 and lives in Yardley, Birmingham. She operates all year round from 6.30am to 6pm, Monday to Saturday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed interactions between the childminder and the children. She spoke to the children during the inspection.
- The inspector took account of parents' written views.
- The childminder provided the inspector with a sample of 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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