

Childminder report

Inspection date: 9 January 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 enjoy their time with the childminder. The environment is warm, inviting and safe. The childminder is kind and caring. She makes close relationships with children, which supports their emotional well-being. The childminder is sensitive to the personal care needs of the children attending. This helps children to feel safe and secure. Children want to do well. They are confident, motivated learners who actively engage in activities. Children behave well. From an early age, they learn simple rules that help them to manage their feelings and emotions. They make lovely friendships with others and learn to play cooperatively. Children use their imagination as they role play with play fruit and vegetables. They talk to each other as they pretend and share the foods they like.

The childminder has a good understanding of what she wants to teach each child. She plans precisely to meet their individual needs across the areas of learning. Children apply what they know and can do to their play and learning. As a result, children acquire the wide range of skills that will support them to make the best possible progress. The childminder talks to the children throughout the day. This sharp focus on children's speech and language skills builds their vocabulary quickly.

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

- The childminder updates her own professional knowledge through training and reading information. She continues to assess her own practice and reflect on things that go well or may need adapting. Regular assessments of children's progress help to support the well-planned curriculum.
- Children begin to develop an enjoyment of books. They sit as they keenly follow the narrative. The childminder maintains their engagement as she skilfully changes and raises her tone. The children know the story well and repeat the parts they enjoy as the story evolves. They practise their words as they recall the characters in turn. Children predict what happens next as The Gingerbread Man crosses the river.
- The childminder differentiates well so that all children can take part in group activities. Children learn about their own personal care. They wash their hands before they handle the ingredients to make gingerbread figures. Children beam with delight as they taste the ingredients and look at the different textures. They listen attentively to instructions as they measure out the ingredients. The childminder poses questions to help children think, such as asking what is first and next. Children recognise butter, flour, eggs and sugar. They take turns to weigh each ingredient. The childminder introduces some simple and more complex mathematical language. She breaks down the grams needed from 140 to the single numerals that make up the total number. Children count each spoon. They develop their physical skills as they place each spoonful onto the

scales and then into the bowl. They mix round and round as the components come together. Taking turns, they use their hands to bind the mixture, ready to roll it out. Children make their own biscuit as they choose the cutter and press this into the dough. The biscuits are unique, and children add raisins to make the eyes before baking them.

- Children access daily exercise in the fresh air. They play outside and successfully manoeuvre wheeled toys, supporting their physical development. Visits to the local park teach children about different environments. Children walk with the childminder to collect other children from the local nursery. They learn about their own safety as the childminder talks to them about road safety. Children build a greater understanding of the diverse world. Local groups provide times for children to socialise with others. Throughout the year, children learn about different festivals and cultures. However, children could learn more about the wide range of different families outside of their own experience.
- Parents report that they are extremely happy with the quality of childcare that their children receive. They are very pleased with the good levels of communication between themselves and the childminder. One parent commented that their child brings home things they have done so that parents can continue to build on what they have learned. Another parent commented about the wide range of great age-appropriate activities that their child enjoys.

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	EY246885
Local authority	Solihull
Inspection number	10317443
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	1 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in Solihull, Birmingham. She operates all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector reviewed written comments from parents and took them into account.
- 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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