

Childminder report

Inspection date:

28 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The qualified and experienced childminder has a secure understanding of how to provide a varied range of enjoyable experiences for children to help them progress. She understands the assessment requirements and the value of assessing children's development to help close any gaps in their learning.
- The childminder attends regular safeguarding training and she has an up-to-date understanding of safeguarding issues. She knows about the possible signs of abuse and the procedure to follow if she has a concern about a child's welfare.
- The childminder values and understands the importance of working closely with parents from the very start to establish children's starting points and to understand their needs. She has effective systems in place to work with parents and keep them up to date about their children's care and progress.
- The childminder recognises the importance of continuous improvement and the value of collating the views of children and their parents. She networks with other childminders to share ideas and to help her evaluate and extend her practice.
- The childminder has a strong understanding of how to promote equality and diversity. She is confident in tackling any negative stereotypes and knows about the importance of teaching children to respect their differences.
- The childminder has identified how she can work with the local school and other settings, to support transition when children move on.
- The childminder understands the importance of providing a nurturing environment, where children feel safe. She recognises the value of working with parents to help offer children consistency in relation to managing their behaviour and supporting their well-being.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	EY289742
Local authority	Birmingham
Inspection number	10234841
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	5 to 9
Total number of places	6
Number of children on roll	0
Date of previous inspection	20 October 2016

Information about this early years setting

The childminder registered in 2004 and lives in the Kings Norton area of Birmingham. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first 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 the evaluation of the provider.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector looked at a sample of the childminder's documentation. This includes information about the suitability of household members and her policies and procedures.

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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