

Childminder report

Inspection date: 10 October 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 provides a welcoming and homely environment for children. Children have built secure bonds with the childminder, feel safe and are well cared for. The childminder supports children to achieve their full potential. He provides opportunities for children to develop their skills and build on their learning through the wide range of activities and resources. For example, the childminder helps children to develop their communication. He introduces new words, such as 'triceratops', into their vocabulary when they talk about dinosaurs during their play.

The childminder is kind, friendly and a positive role model for the children. He encourages children to serve their own snacks. Children are inspired to be respectful. The childminder reminds children to politely say 'please' and 'thank you' during mealtimes. This helps children to understand the behavioural expectations. As a result, children behave well.

The childminder understands that children need support around their social skills and incorporates this into their play. He skilfully guides children to build towers. Children giggle with delight when the bricks fall and crash together. Furthermore, the childminder uses this opportunity to strengthen children's social development. This helps children to learn how to share, take turns and play well together.

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

- The childminder knows what he wants children to learn. He obtains information from parents to assess what children already know and can do. The childminder uses his knowledge of child development to assist him to plan creative learning experiences to build and increase children's development and progress.
- The childminder works closely with his co-childminder to provide children with activities that reflect their interests and build on their learning. Children actively take a lead in their own play. As a result, they make good progress. Children enjoy planned activities. However, on occasion, adult-led activities are not organised well enough to interest and challenge children to the highest level. Children sometimes lose interest and wander away during their learning.
- The childminder has an awareness of the impact of the COVID-19 pandemic. He adapted the routines to support children and parents. The childminder worked together with his co-childminder to identify that children lost some of their social skills. As a result, he has supported children's social development to help them build relationships with others. The childminder has good knowledge of how to support children with special educational needs and/or disabilities.
- The childminder helps children to learn from an early age about good hygiene practices. He encourages children to clean their hands in preparation for mealtimes. Children eat a wide variety of healthy home-made meals and snacks.

The childminder ensures that the home is safe before children arrive. He carries out daily checks and risk assessments and uses safety gates to ensure that children are kept safe.

- Children have plenty of opportunities to develop their physical skills. They benefit from regular access to the outdoors for fresh air and exercise. Children enhance their physical development as they lift and carry large toy trucks and lorries around the garden. As a result, children's physical skills are secure.
- Children benefit from a language-rich environment. They learn about the local community and life in modern Britain. The childminder takes them on regular outings and visits to places of interest. This helps children to learn and hear words modelled by the childminder to build on their communication skills. Additionally, the childminder develops children's knowledge further as they learn more about people and communities in the wider world.
- Partnerships with parents are strong. Parents say that their children are eager to start their day and enjoy their daily adventures. Parents compliment the frequent and effective two-way communication the childminder and his co-childminder provide. They comment on how well the co-childminders work together to enrich the children's learning. Parents explain that they feel fully informed about their children's progress and development.
- The childminder has strong links with other childminders. He meets with them regularly and works in partnership to share information, ideas and good practice. The childminder works closely with his co-childminder to keep his training, knowledge and skills up to date.

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:

- review the organisation of adult-directed activities so that all children are highly challenged and extremely well supported to make the best possible progress.

Setting details

Unique reference number	EY301161
Local authority	Birmingham
Inspection number	10364038
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2005 and lives in Yardley, Birmingham. He co-childminds with his wife, who is also a registered childminder. The childminder operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for family holidays. He holds a recognised early years qualification at level 3. The childminder provides funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

Inspection activities

- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed areas of the setting used for childminding and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of parents' views during the inspection.
- The childminder provided the inspector with a sample of key 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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