

Childminder report

Inspection date: 5 November 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 understands the importance of preparing children for their transition to school. For example, she labels where children need to put their shoes to encourage them to recognise their own name and promote their independence. Children attend weekly toddler groups and visit the local library, where they learn to interact with others within a larger group. This strengthens their social skills and self-confidence.

Children behave well. For instance, they show an active desire to help others, such as tidying away the table and chairs when change occurs within the routine. They pass their peers their water bottles, encouraging them to have a drink. The childminder supports children to wait their turn when there is a specific toy that they want. This teaches young children to share.

Children's emotional security is well supported. For example, the childminder is on hand to ensure that those children who do not like to get messy have frequent opportunities to clean their hands during activities. She thoughtfully adapts the routine when she suspects children are becoming tired, planning for an early lunch. She offers to top up children's drinks when she can see that they are still thirsty. This promotes children's happiness and demonstrates that they are well cared for.

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

- The childminder provides children with age-appropriate opportunities to be independent. For instance, young children learn to cut up their own banana using a child-friendly knife, feed themselves and clean their hands and face with a face cloth. This means they develop an early understanding of good self-help routines.
- The childminder introduces new language to promote children's understanding of the world. For example, when young children notice the wall art and flowers in the childminder's garden, they learn that these are 'bees' and 'dandelions'. The childminder speaks clearly and repeats words back so that children hear the correct way to speak. This reinforces their language skills.
- Children benefit from opportunities to look at stories with the childminder. Young children point to the pictures that they recognise, recall key words and count how many cats there are in the box. With encouragement, they turn the pages and lift the flaps to reveal the hidden pictures inside. This teaches them the essential skills to enjoy books for themselves later.
- The childminder does not always organise activities effectively. For example, on some occasions, children are overwhelmed by the large number of resources available, which results in them struggling to maintain their focus. However, on other occasions, the childminder limits the amount of choice available to

children, which means they cannot fully enhance their own learning.

- Outdoors, children enjoy playing with wheeled vehicles, such as ride-along cars, wheelbarrows and pretend lawnmowers. They learn to navigate the space provided, weaving in and out of their peers and other objects in their way. The childminder suggests that children race each other, which they do with glee, developing their gross motor skills.
- The childminder gathers information from parents and carers about children's interests, routines and stages of development when they first start. She ensures information sharing is continuous to fully support children's ongoing learning. Consequently, children who once found it hard to detach themselves from their parents and their belongings are observed happily swinging their legs and babbling away to their peers. This shows that children settle well and feel secure.
- Parents comment on the excellent relationship that they have with the childminder. They describe her as 'supportive' and 'helpful'.
- The childminder understands the importance of early intervention should children be at risk of falling behind in their learning. She knows to work closely with external professionals to ensure all children benefit from additional support when needed.
- The childminder has undertaken various childcare-related courses to strengthen her understanding of child development, some of which have been recommended to her by other professionals. She seeks support from the local authority and a childminding mentor who she gains new ideas from, helping her to develop further confidence in her practice.

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 and improve the organisation of activities by providing children with a healthy balance of resources that enable them to make more choices and better maintain their focus.

Setting details

Unique reference number	EY309232
Local authority	Birmingham
Inspection number	10359867
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	20 December 2018

Information about this early years setting

The childminder registered in 2005 and lives in Sutton Coldfield. She operates all year round, from 7:30am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for any eligible children attending.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- 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.
- The childminder spoke to the inspector about children's individual learning and development.
- The views of parents were considered by the inspector through verbal discussions and feedback forms.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- 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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