

Childminder report

Inspection date: 12 September 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 are happy and secure in the childminder's care. The childminder has created a nurturing environment for children and is very attentive to their individual needs. Children go to the childminder for cuddles, comfort and reassurance. As a result, children have strong bonds with the childminder. They are confident in their surroundings and choose what they want to play and do with ease. Children communicate extremely well. They enjoy looking at books and listening to a range of stories. The childminder visits the library with children regularly to extend their language and communication skills. As a result, children increase their vocabulary and knowledge through a love of books.

Children enjoy plenty of opportunities to explore, learn and exercise in the fresh air outdoors. The childminder takes children on regular visits and outings. They explore the woodlands and parks, go on walks to school and around the community, and enjoy train rides. Children learn to take care of the environment through litter picking. This helps children to develop positive attitudes to maintain and keep their local community clean. While outdoors, children spontaneously point out birds flying by. The childminder responds to children as they listen to the sounds of birds and questions them about what they hear. This contributes to children's curiosity about nature.

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

- The childminder has a good understanding of child development. She plans learning to support children to make progress and extend what they already know and can do. She works with parents to obtain information about the skills children have learned at home, and uses this to plan their future learning.
- The childminder uses the children's interests to plan activities for their individual needs. As a result, children make good progress. Although children enjoy the planned activities, the childminder spends extended periods of time introducing them. This impacts on the amount of time that children have to engage in the planned activity. Furthermore, when she moves away, children lose interest and do not benefit from the intended learning.
- The childminder demonstrates a good understanding of the impact of the COVID-19 pandemic. She identified that children lost their personal and social skills and did not respond well to meeting new people. As a result, she has supported children to develop their social skills, which have greatly improved. Children are well prepared for the transition to school.
- The childminder is alert to the needs of younger children who communicate with expressions and gestures. Additionally, the childminder understands how to support children with special educational needs and/or disabilities. She works with parents to refer children for any professional support required.

- Children behave well in response to the childminder's calm and consistent approach. They play well together and explore the wide range of experiences on offer to them. Children delight in singing songs and making vocal sounds, and giggle during play. This shows that children feel safe and secure with the childminder.
- The childminder helps children to learn about differences and life in modern Britain. She supports children to understand the wider world and celebrates festivals with children to extend their knowledge of the wider community.
- Children follow good health and hygiene routines. The childminder encourages children to wash their hands before snacks and meals and after using the toilet. They chop their own fruit for snacks, and sing songs during handwashing to increase their language skills. Furthermore, these routines help children to develop their independence. The childminder works with parents to ensure that they provide children with healthy foods in their lunch box each day. She shares information to ensure that they understand her healthy food policies.
- Partnerships with parents are strong. They speak highly of the childminder and see her as an extension of their family. Parents report that they receive regular information about children's outings and learning each day. They praise the childminder for her caring and trustworthy nature, and they feel comfortable knowing that their children are happy in her care.
- The childminder works in partnership with the local school and other childminders. She communicates regularly with them about children's learning and development, and shares activities and ideas to help enhance children's learning. The childminder identifies her own training needs and keeps her professional development 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:

- consider the organisation of planned activities so that children are able to engage from the start and benefit fully from their learning opportunities.

Setting details

Unique reference number	EY337249
Local authority	Birmingham
Inspection number	10348809
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 13
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 October 2018

Information about this early years setting

The childminder registered in 2006 and lives in Erdington, Birmingham. She operates her childminding provision from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged nine months to four years. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

Inspection activities

- The inspector viewed the premises and discussed the safety and suitability of them.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- 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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