

Childminder report

Inspection date: 15 August 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 engaged in learning within the nurturing, safe environment that the childminder has created. The childminder uses her knowledge of the children's interests to plan experiences that she knows they will enjoy. She provides role play resources to extend children's knowledge and teach new vocabulary. For example, when children pretend to be doctors, they use the equipment and words such as 'medicine' and 'stethoscope' as they give each other injections and check their heartbeat.

Children are confident and keen to learn. They are confident to have a go and share the resources available to them. Children identify toy animals and talk about where they live. Later, they talk about the picnic blanket they are sitting on. They talk about going camping with their families at the weekend and needing a blanket themselves, making links to their home life.

All children are supported in managing their own behaviour. The childminder praises positive behaviour and gives choices when children show challenging behaviour to encourage them to regulate their own emotions.

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

- Children's physical development is supported well. They use a see-saw and work together to figure out how it works. Children go up and down, taking it in turns. They talk about who is 'up' and who is 'down', with support from the childminder.
- Children use a weighing scale game with large numbers and small monkeys to count how many are needed to balance the scales. This supports children's mathematical skills. The childminder responds effectively to children and asks open-ended questions to build on their knowledge of numbers.
- Children use the outdoor area to explore the world around them. For example, they use apples from the apple tree in the garden to count and sort into sizes and shapes.
- Children develop their imagination as they use a role play shop and kitchen. They gather together pretend food and say they are going to do some baking. They collect several cookie cutters together and select the gingerbread one, saying they are going to bake gingerbread men.
- Children engage in a wide variety of learning opportunities to support their individual development. However, at times, especially during adult-led activities, the childminder does not consistently differentiate her teaching to support the ages and abilities of all children involved, to fully extend their learning.
- Children are encouraged to be independent throughout the daily routine. For example, during mealtimes, children, including babies, are supported to feed

themselves independently. They talk about the food they are eating, using words such as 'blueberries' and 'watermelon'.

- Behaviour management is a strength for this childminder. She manages behaviour extremely well and uses her knowledge of each child to ensure it meets their level of development.
- Parent partnerships are highly effective. The childminder communicates with parents on a daily basis, using several different methods. Parents are kept up to date with children's progress and the childminder uses parents' knowledge to continuously support children's progress. Parents share that the childminder is extremely committed and goes 'above and beyond'.
- The childminder is able to reflect on her practice and keeps up to date with training to build on her skills and support her professional development. She works with other professionals to consistently develop her knowledge to ensure children are making effective progress.

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 ways to differentiate teaching, especially during adult-led activities, to take account of the ages and abilities of the children and extend their learning even further.

Setting details

Unique reference number	EY389767
Local authority	Birmingham
Inspection number	10354027
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	0 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	9 November 2018

Information about this early years setting

The childminder registered in 2009 and is situated in Rednal, Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Zara Hill

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The inspector observed the interactions between the childminder and children.

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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