

Childminder report

Inspection date: 17 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. The childminder welcomes them warmly into her home. She uses information gathered from parents to build on what children already know and can do. The childminder creates opportunities for learning based on what children are interested in. This supports them to become curious learners. For example, children are fascinated by using the stethoscope to listen to the heartbeat of animals in their imaginary game.

Children communicate confidently with the childminder and their peers. They are happy to share their thoughts and ideas. The childminder responds positively and is sensitive to children's feelings. This supports children to develop confidence and enables them to make choices in their play.

Children benefit from spending time outdoors. Together with the childminder, they plant, grow and harvest fruit and vegetables. Children are keen to tell visitors about the gardening they get involved in. They use the watering cans to water the plants. This helps to develop their muscle strength and promotes their hand-eye coordination. Children learn about the world around them. They are fascinated by the insects and birds they see in the garden.

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

- The childminder has high expectations of all children. She has developed an ambitious curriculum that supports children to make good progress across all seven areas of learning. The childminder observes children closely and uses this information to plan for their individual needs and learning styles.
- The childminder is committed to her professional development. She attends numerous webinars and ensures that she applies newly acquired knowledge to her practice. The childminder evaluates her setting and consistently adapts her approach to help children make the best possible progress.
- The childminder is a strong role model for children's communication and language development. She skilfully engages children in social interaction. The childminder models taking turns and consistently gives children time to think and respond to her comments or questions. This helps children to develop confidence in their verbal communication skills.
- Children enjoy listening to stories. The childminder displays books in a way that enables them to choose their favourites. She creates opportunities every day to share books with the children. The childminder also extends this to parents to promote children's early literacy skills at home. Children delight in repeating familiar phrases and can re-tell parts of some familiar tales. The childminder provides children with positive experiences of rhyming and repetition, which helps to promote their language skills.

- The childminder is a positive role model. She supports children to get involved in putting items back where they belong. Children learn to take turns and play cooperatively. The childminder models kindness and compassion in her interactions with children. This teaches them how to be kind and caring to their peers.
- The childminder provides some opportunities for children to develop their mathematical skills. For example, children enjoy identifying number cards as part of a game. However, the childminder does not consistently use everyday routines to further build on children's counting skills.
- Children learn to be independent. The childminder provides appropriate support for each child to get involved in self-care. Children are keen to wash and dry their hands before lunch. They respond positively to the childminder as she praises their attempts to carry out tasks for themselves.
- The childminder promotes a healthy lifestyle. She provides nutritious meals. This encourages children to try new foods. The childminder sits with children at mealtimes and models social interaction. She consistently encourages children to practise using cutlery.
- Parents reflect positively on the service that the childminder provides. They comment on her nurturing relationships with the children and the sense of belonging she creates in the setting. Parents state that the childminder's teaching supports children to make good progress while in her care.

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:

- strengthen support for children to count as part of their everyday routines to extend their early mathematical skills even further.

Setting details

Unique reference number	EY407160
Local authority	Birmingham
Inspection number	10359929
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	2 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in the Small Heath area of Birmingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded care and early education for children aged from nine months to four years. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Lisa Gadsby

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 setting with the inspector.
- 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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