

Childminder report

Inspection date:

5 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children relax quickly in this calm and welcoming environment. They make informed choices regarding their play. Resources are stored safely and at a low level, which means the children can help themselves and follow their interests. They like creating their own families in the playhouse and place small figures in the different rooms in the house. Children role play as they pretend to be doctors. They dress up with the stethoscope, listening to different sounds through the earpiece and place pretend creams and items into the doctor's bag to carry around. Children form a close bond with the childminder and engage well with her. They communicate with her and enjoy her involvement and support in their play, especially when making a track for cars and trucks.

Children enjoy a range of activities inside and outdoors. They access wheeled toys in the garden and use small tools to dig and explore in the mud kitchen. They recognise the aeroplanes flying over the garden and shout 'bye' to them. Children are learning about how foods grow. They observe how the tomatoes in the garden are growing and changing from green to red. Children build their awareness of diversity and the wider world. They talk about cultural events, religions and beliefs, including their own, and visit different places of worship.

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

- The childminder spends time getting to know children during settling-in visits to her home. She uses information from parents about their child to plan from the start, making sure activities and resources that spark their interest are readily available. The childminder consistently meets children's individual care needs and incorporates their individual routines into the day.
- The childminder carefully monitors the progress children make and completes regular assessments of their abilities, which she uses to inform her planning. She plans a variety of activities to support children's future learning. The childminder asks children questions and encourages them to communicate with her. However, at times, she asks questions but does not give children time to think about what has been asked, gather their thoughts and respond, before asking another question.
- The childminder's close partnership work with parents and other settings means they receive consistency in their care and learning. Strong communication ensures everyone is aware of children's progress and development and ways to continue their learning outside of the childminder's home.
- Children enjoy a wide variety of freshly prepared home-made meals. They confidently use cutlery safely and sit together to eat, creating a very social occasion. The childminder provides parents with information about the meals provided to avoid any duplication of meals at home. Children access fresh

drinking water throughout the day.

- The childminder focuses on her professional development to keep her knowledge and skills up to date. She works closely with the local authority to keep up to date with new initiatives. The childminder talks to parents and children and seeks their views as part of her self-evaluation. She uses their comments to enhance her service.
- Children behave well and are kind to one another. The childminder gives gentle reminders where needed and praises children efforts and achievements. This helps to build their confidence and self-esteem.
- Children persevere with tasks. They carefully choose different pieces of track and take time manipulating them until they find the right piece that fits together to make a road for the cars, trucks and trains. The childminder encourages children's problem-solving skills, such as those they need to support the bridge from falling down and how to fit blocks together with the track to make it stronger.
- Parents written comments reflect that they are happy with the service they and their children receive. They are happy with the communication between themselves and the childminder, and leave their children knowing that they will enjoy themselves.
- Children access a variety of books. A cosy area within the playroom means children can sit quietly within a small tent with lots of cushions and relax with a book or just recharge their energy levels.

Safeguarding

The arrangements for safeguarding are effective.

Children play in a secure environment. Effective steps taken by the childminder minimise potential risks, so children play safely. The childminder's knowledge of all aspects of safeguarding is secure. She understands her role and responsibilities in protecting children from abuse and neglect. The childminder follows good food preparation procedures to ensure children are not at risk of choking from food, such as grapes and strawberries. Children remain safe on outings because the childminder provides appropriate car seats and restraints. Younger children are safely harnessed in buggies. Play areas are checked before accessing them to ensure there are no dangers, such as broken glass or equipment.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- give children time to think about a question that has been asked, formulate their response and reply.

Setting details

Unique reference number	EY417591
Local authority	Birmingham
Inspection number	10236927
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	7
Date of previous inspection	7 March 2022

Information about this early years setting

The childminder registered in 2010 and lives in Acocks Green, Birmingham. She operates all year round, from 9.30am until 5pm, except for bank holidays and family holidays. The childminder receives funding to provide free early years education for four-year-old children.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector completed a tour of the setting with the provider and looked at the safety measures that are in place.
- The inspector observed activities and the interactions between the provider and the children.
- The inspector looked at relevant documentation, such as a sample of policies, including risk assessments, and the suitability checks for members of the household.
- The inspector spoke to the provider and children at appropriate times during the inspection and took account of the written views of parents.

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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