

Childminder report

Inspection date: 12 September 2022

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 become confident, independent and pleased with their achievements. They proudly say, 'I did it myself!' when achieving something independently. The childminder extends children's interests well. Children settle very quickly. They are eager to join in and try new activities. Children squeeze out their own paint and mix colours to explore what happens. They show a desire to be creative.

Children excel in their communication and language. They speak in fluent sentences and discuss an array of different topics. Children talk about how to plant and grow vegetables. They get to pick the tomatoes for their lunch. Children discuss the taste differences between the red and green tomatoes. The childminder encourages children to choose a book when they visit the library to take home and read with their parents. Children's excitement shows when they talk about their trip to the cinema to watch stories in different media.

Children have lots of opportunities to be physically active. They attend the park to run, climb, and use the swings with the childminder. Children attend playgroups and walk to the shops to buy their own vegetables. The childminder also promotes socialisation by having picnics in the park. Children gain social skills and younger children learn how to play alongside one another.

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

- The childminder supports her practice by continually accessing webinars and online courses to bridge the gaps in her knowledge. She is evaluative of her practice and gains parent feedback through questionnaires.
- Children engage for long periods of time and show excitement to explore the world around them. However, at times, the childminder does not always support children to respect and be kind to others. This leads to children sometimes not listening to instruction, disrupting others play or talking over their peers.
- The childminder has a sound knowledge of early education. She understands how to observe, assess and plan for children's individual next steps. The childminder shares next steps with parents and staff at other settings to ensure continuity of children's learning. She embeds all seven areas of learning into everyday activities. Children make positive improvement in her care.
- Children learn about their community when visiting their local temple or mosque for a community day with the childminder. They try foods from around the world. Children learn about similarities and differences in the people around them. They learn to value their individuality.
- Children learn about safety, including road safety, when visiting their local bus museum and air force museum. They discuss traffic lights and learn that red means 'stop' and green means 'go'. Children learn about car safety when putting

on their seatbelts and talk about 'stranger danger' on their days out. They learn about the fire service when they visit the fire station and talk about different occupations that help in an emergency.

- The childminder provides ample opportunities for children to become independent and make their own choices. Children pick and choose from array of fruit at snack time. They open their own oranges and put the skins in the bin themselves. Children help to tidy up their own toys, put their shoes on independently, and decide what resources they want to use next.
- Parents are ecstatic with the high-quality care their children receive. They feel involved in their children's learning experience through the vast ways that the childminder converses with them. They receive daily texts, verbal discussions at the end of the day and monthly assessments. Parents state they have peace of mind knowing their children are safe in the childminder's care. The childminder supports parents to learn about bedtime routines, healthy eating and exercise, and toilet training. She also maintains strong partnerships with staff at the local schools. The childminder uses transition papers to inform teachers of the children's progress, next steps and interests before they start school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to risk assess her environment. She keeps her environment tidy and organised to ensure the safety of children. The childminder knows signs and symptoms that may indicate a child is at risk of abuse. She is aware of the procedures to raise a concern if needed. The childminder understands her responsibilities in safeguarding and to be vigilant of various child protection issues, such as radicalisation and extremism, and county lines. She has an up-to-date paediatric first-aid certificate and understands actions that she needs to take in a medical emergency.

What does the setting need to do to improve?

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

- further strengthen the strategies for managing behaviour to support children to manage their own feelings and behaviour, learning how their actions may impact on others.

Setting details

Unique reference number	EY421349
Local authority	Birmingham
Inspection number	10235500
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 2011 and lives in the Handsworth area of Birmingham. She operates her provision all year round from 8.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Sophie Van Harten

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector talked about about the curriculum and what they want children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what activities they enjoyed.

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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