

Childminder report

Inspection date:

22 November 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 are happy and safe. They separate well from their parents and are delighted to see the childminder, who offers them a very warm welcome. Children are well supported to make choices about their play. They are excited to enter the storage space with the childminder, to have a look at the wide range of toys and resources. Children look carefully at what is available in the boxes before making their choice.

Children benefit from being outdoors. They are keen to spend time in the garden and know the routine of putting on their shoes and coats. Very young children bring their own shoes and the childminder's shoes, to let her know they'd like to go into the garden. The childminder responds positively to the children and fetches the food for them to feed the fish in the pond.

Children are learning right from wrong with gentle and consistent support from the childminder. The childminder has high expectations of children's behaviour, and she actively supports them to make the right choices. For example, she demonstrates to children how to put toys back into the box rather than throw them. She gently reinforces this rule with very young children. As a result of this, children put the toys back more gently. All children make good progress from their starting points.

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

- The childminder and the children have mutually respectful relationships. The children are very happy to be in the childminder's company, and they seek her out for a cuddle. As a result of the joyful and warm interaction with the childminder, children develop feelings of security and emotional well-being.
- The childminder has developed a curriculum that reflects children's interests. She uses observations of children to plan for their learning. As a result of this, children have many opportunities to engage in imaginative play, construction and small-world activities. They also benefit from sharing books and stories. However, younger children do not yet have many opportunities to experience mark making, in order to further develop their early literacy writing skills.
- The childminder develops a strong focus on communication and language. She uses extensive vocabulary to support children's understanding. Children respond positively to the childminder and they use some single words with actions to convey their needs.
- Children delight in sharing books. The childminder chooses stories that reflect the concentration span of the children, and animatedly involves them in the story. For instance, when children show an interest in the textures in the book, the childminder encourages them to use their bare toes to feel them. Children

are delighted by this suggestion.

- Children enjoy playing with musical instruments. The childminder takes this opportunity to introduce the concept of sound and demonstrates how to use the drum stick to make a loud or quiet sound on the drum. Children are really keen to have a go and are able to follow the instructions of 'loud' or 'quiet' from the childminder.
- The childminder responds promptly to children to ensure they stay engaged and involved in their learning. She focuses on what they are interested in, and ensures that interactions reflect their stage of development. For example, when children spot a spider on the ceiling, she lifts them up to have a closer look, describing the spider's body and legs.
- Children develop good attention skills and focus. The childminder offers a fishing game to further extend these attributes. Children are keen to catch the fish with the magnetic rods and are excited when they are successful. The childminder celebrates their achievements by clapping and cheering, and children delight in her praise.
- The childminder develops clear systems to ensure the smooth running of the provision. She is enthusiastic about extending her skill and knowledge through reading and research. This learning has a positive impact on the service. The childminder shares information effectively, and she works in partnership with parents to make accurate judgements about children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear, working knowledge of the signs and symptoms of child abuse. She attends training to ensure her knowledge is up to date. She also receives updates from the local authority, which she uses to check that her procedures reflect the local safeguarding arrangements. The childminder has a high level of awareness of the risks that children may be exposed to. She is clear about her role and responsibility, and what action she would need to take if she was concerned about a child. The childminder also manages risks effectively within her home and garden.

What does the setting need to do to improve?

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

- enrich opportunities for younger children to practise mark making, to support their freedom of expression and strengthen their early writing skills.

Setting details

Unique reference number	EY422198
Local authority	Birmingham
Inspection number	10235507
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 February 2017

Information about this early years setting

The childminder registered in 2011. She lives in the Sheldon area of Birmingham. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays.

Information about this inspection

Inspector

Lisa Gadsby

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 provider and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures those are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has had on children's learning.
- 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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