

Childminder report

Inspection date: 16 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy within the childminder's care. The childminder speaks calmly to the children and gives them time to respond to questions. This means there is constant communication between the children and the childminder, supporting their communication and language skills. For example, children listen carefully when the childminder asks them to find an item that matches the colour of the mat they are sitting on. They all look around the room and identify something that matches their individual colour. Children find pretend broccoli and pears, identifying that they are green and use the word 'delicious' to describe them.

The childminder uses children's interests at the heart of her curriculum. She plans learning experiences using interests of the children and ensures that children of all abilities are supported in their learning. Children are supported in being confident and capable. The childminder offers opportunities for children to learn new skills and to challenge themselves. For example, older children are given duties to assist the childminder, such as helping to serve snack to younger children. Children are supported in caring for the childminder's rabbits. This gives children responsibility for caring for animals and builds their understanding of how to look after others.

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

- The childminder encourages children to use their imagination in play. For example, children work together to develop a show that they perform for other children. All children become involved, allowing them to feel valued and included.
- Children's independence is a strength for this childminder. She continually encourages children to be independent throughout the day. For example, older children are able to put on their coats and boots by themselves when they are going outside.
- Children are given choices throughout the day. The childminder allows children to choose what they engage with and what resources they want to access. However, at times, younger children do not fully engage in learning opportunities that are available.
- The childminder links role-play activities to real life experiences. For example, children play with the pretend babies, pushing them in push chairs and giving them bottles. The childminder talks to the children about having new babies at home and becoming a big brother.
- Children sit together to complete an alphabet puzzle. The childminder praises them as they match the correct pieces together. Children show enjoyment as they jump up and down, squawking like a parrot when they find the letter 'p' for the puzzle. This supports children in their personal development as they show how proud they are that they matched the pieces correctly.

- Children walk with the childminder to and from the local school to drop off and pick up older children daily. This encourages children to be outdoors. They use the local park and visit the supermarket to support their knowledge of their local environment and learn about the world around them.
- The childminder focuses on encouraging children to be healthy and developing their understanding of healthy choices. For example children bake healthy foods, including fruit flapjacks and homemade pasta sauces and eat them at mealtimes.
- The childminder has high expectations of the children, and this is reflected in the way children behave. The children follow simple instructions throughout the day and listen to other children during focused activities.
- The childminder has developed good links with the local school. They share information between themselves, building a seamless, enjoyable transition for the children.
- Parents share that the childminder shows care and warmth towards all children that attend. They talk about the progress their children have made and how the childminder builds children's confidence.
- The childminder continually reflects on her practice. Daily, she assesses what worked well and what could have been improved. This allows practices to constantly develop and grow, allowing children to receive quality learning experiences.
- The childminder has attended several training courses to support her own professional development, specifically around supporting children with special educational needs and/or disabilities. This has had a positive impact on her practice as she has embedded new knowledge into daily routines.

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 the organisation of planned learning experiences, so the developmental needs of all children are met

Setting details

Unique reference number	EY422376
Local authority	Birmingham
Inspection number	10362769
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 10
Total number of places	6
Number of children on roll	29
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Kings Heath, Birmingham. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder provides funded care and education for children aged from nine months up to 4 years. She holds a relevant qualification at level 6.

Information about this inspection

Inspector

Zara Hill

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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 interactions between the childminder and the children.
- The parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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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