

Childminder report

Inspection date:

26 February 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children run to greet the childminder with smiles and hugs as she collects them at the end of their school day. Children talk excitedly to the childminder about the events of their day at school. This demonstrates that children feel safe and secure in her care. Young children happily hold the childminder's hand as they make their way to her home. Children develop their understanding of how to keep themselves safe as they learn and demonstrate how to cross the road safely. Children behave well in the childminder's care. They respectfully follow her house rules, and the routines established within her home. For example, children take off their coats and shoes when they arrive at the childminder's home and put away their belongings safely.

Children immediately engage in the exciting range of activities and resources available to them in the childminder's home. For example, young children dress up in costumes of their favourite characters and build dens for their sleeping animal friends. Children are encouraged by the childminder to share and take turns as they play alongside each other. For example, she prompts older children to use timers to ensure that all children have turns playing with popular games and toys. Older children develop independence as they take on specific roles within the childminder's home. For example, they make a list of children's snack choices for the childminder to prepare. Children enjoy eating healthy snacks, like ham or cheese sandwiches, toast and fruit. During snack time, older children show care and consideration to younger children as they assist them in pouring their drinks.

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

- The childminder wants children to enjoy the time they spend in her care. She gathers information from children to help plan her provision. Children share their thoughts and ideas about the things they like to do and play with through questionnaires and discussions with the childminder. Children engage in a range of fun and age-appropriate activities planned for them by the childminder as a result. For example, children delight in art and craft activities. They happily colour and decorate butterflies and show them off to their friends, before proudly adding them to their spring wall display.
- The childminder promotes good hygiene measures. For example, children wash their hands when they arrive at her home and before eating their snacks. Children make independent choices at snack time. They develop further independence as they help to lay the table and clear away the plates and cups once they have finished eating. Children have regular opportunities to play outside in the childminder's garden, where they can run around in a large open space and play on bikes and climbing frames.

- The childminder demonstrates a sound awareness of how to adapt her provision to support children with special educational needs and/or disabilities. She understands how to incorporate visual timetables to help children understand household routines, to help build their independence and support their emotional well-being.
- The childminder keeps up to date with all mandatory training and regularly reflects upon the ways she can develop her practice further. She identifies and undertakes training that continues to further develop her skills and knowledge. For example, the childminder has completed positive behaviour management training. This assists her in developing strategies to use in her home to reinforce children's positive behaviour.
- Parents are confident that their children are happy, safe and well cared for in the childminder's home. They comment on how much their children love to spend time with the friendly, caring childminder. They describe her home as a 'home-from-home' environment. Parents appreciate the freedom given to their children to play and express themselves in the safe and respectful environment created by the childminder. Parents comment how this supports their children to build positive relationships with children across all ages.
- The childminder builds positive relationships with local schools, as she liaises with them and parents to support the continuity of care for children. The childminder also works with a network of local childminders to share ideas and information to support her further in her role.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY427006
Local authority	Birmingham
Inspection number	10372208
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	5 April 2019

Information about this early years setting

The childminder registered in 2011 and lives in the Kings Heath area of Birmingham. She operates from Monday to Friday, term time only, providing before- and after-school care from 7.30am to 9am and 3.15pm to 6pm.

Information about this inspection

Inspector

Sue Bradford

Inspection activities

- The inspector viewed the premises and resources that the childminder uses when caring for children.
- The inspector reviewed relevant documentation.
- The inspector went on a walk to school with the childminder to collect children at the end of the day.
- The inspector talked to the childminder about how she plans her childcare provision.
- The inspector read the written testimonials from five parents.
- The inspector spoke to children during her visit.

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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