

Childminder report

Inspection date: 25 September 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 develop strong bonds with the warm, kind and attentive childminder. They play happily alongside the childminder, demonstrating that they feel safe and secure in her care. Children excitedly learn about the world around them as they go on visits to the childminder's allotment. They gaze in awe and wonder at the many different fruits and vegetables growing there. The childminder supports children to develop their understanding of how the foods they eat are grown. She supports children's language and communication skills as she talks to them about the plants they see. For example, she explains that fresh mint and coriander are herbs that are picked and added to curries and salads to make them taste delicious.

The childminder supports children to develop counting skills and their understanding of mathematical concepts effectively. For example, children enthusiastically count the pumpkins growing in a vegetable patch. They compare the size of the pumpkins in amazement as the childminder asks them to identify the biggest and smallest ones. As children play and interact with the childminder in her home, they learn important independence skills. For example, children help to tidy away toys and gather their own plates and cups at mealtimes. The childminder consistently praises children's efforts and achievements, building their confidence and self-esteem.

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

- The childminder has a good knowledge and understanding of early childhood development. She has a clear focus on supporting children's personal development and language and communication skills through play. She plans a curriculum that builds on children's personal experiences and follows their interests. For example, when children show enjoyment in playing with cars and transport vehicles, she plans outings on local buses and trains to develop this area of their learning. Children enjoy their learning and make good progress as a result.
- The childminder uses her professional knowledge and information gained from parents about what their children can already do to identify starting points for their learning. She uses ongoing observations of learning to assess and plan what children need to learn next. The childminder recognises that all children are unique. She understands how to adapt her provision and when to seek the advice of professionals to support children with special educational needs and/or disabilities.
- Children have regular opportunities to develop important physical skills as they play in the childminder's garden. For example, they develop balance and coordination skills as they throw balls and ride on scooters. The childminder prepares nutritious meals for children. However, the childminder does not always

support children to understand how the foods they eat are good for them and help them to grow.

- Children behave well in the childminder's care. They follow the routines that are established in her home. Children new to the childminder's home settle quickly. They learn to understand simple boundaries and the importance of following instructions given to them by the childminder. For example, when walking around the childminder's allotment, children are asked to walk carefully, hold hands with their friends and stay on the footpath. This supports children to develop their understanding of how to keep themselves safe.
- The childminder recognises the skills that children need to learn and develop in preparation for starting school. For example, they learn to express themselves and share and take turns when playing with their friends. The childminder works closely with other settings that the children she cares for attend. She shares information with these settings to support children's ongoing learning and provide consistency for children between the different settings they attend.
- Parents report that the childminder keeps them updated about the progress their children make. They appreciate regular feedback about their children's daily activities. Parents feel that they work in close partnership with the childminder and that she knows their children well. They comment that their children feel safe and secure in the childminder's care.
- The childminder reflects on her provision effectively and reviews information gathered from parent questionnaires to help identify areas of her practice for further development. For example, she has undertaken training to help identify ways in which she can further promote good oral health with children and parents.

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:

- support children to understand how the foods they eat are good for them to further develop their understanding of healthy lifestyles.

Setting details

Unique reference number	EY432985
Local authority	Birmingham
Inspection number	10355290
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 November 2018

Information about this early years setting

The childminder registered in 2011. She operates all year round, from 7.30am to 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education and childcare for two-year-olds.

Information about this inspection

Inspector

Sue Bradford

Inspection activities

- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The childminder showed the inspector all areas and resources accessed by children in her home and garden.
- The inspector observed the quality of interactions between the childminder and the children and considered the impact this has on their learning.
- The inspector considered written comments from parents.
- The inspector viewed a sample of documents, such as the childminder's first-aid certificate.

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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