

Childminder report

Inspection date: 15 August 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 arrive excitedly at the childminder's home. They engage happily in the activities planned for them by the childminder to reflect their personal interests and enjoyment. The childminder has a warm and caring nature that helps children to feel comfortable and safe in her care. As the childminder plays alongside children, she engages in purposeful conversation with them, sharing new vocabulary and modelling language. For example, when sharing books she introduces words, such as 'shiny, fluffy, silky and thick' to describe the clothes worn by a princess. Therefore, children make good progress with their language and communication skills.

Children make choices about their learning as they select songs to sing from the childminder's song bag. They sing along and excitedly join in with actions from familiar rhymes. As they do this, they practise their counting skills and develop mathematical understanding. For example, the childminder encourages children to show on their fingers how many monkeys are left, jumping on the bed as each one falls in turn. The childminder plans opportunities for children to be physically active in her garden. For example, children develop important physical skills as they manoeuvre and balance their way along stepping stones. Children reach out and take the childminder's supporting hand to regain their balance. As they reach the end of the stepping stones, they proudly jump off shouting, 'I did it.' They develop confidence and self-esteem as the childminder praises their efforts and achievements consistently.

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

- The childminder has a good knowledge of early childhood development that she uses effectively to plan a curriculum that reflects the developing needs of the children in her care. She gathers key information from parents about what children already know and can do to identify starting points for their learning. She recognises that all children are unique. She effectively uses her professional knowledge and ongoing observations of children to identify and plan learning opportunities for children to meet their next steps in learning.
- The childminder liaises closely with additional settings attended by the children in her care. She shares information with them about what children are learning. This provides children with consistency between the different settings they attend and supports them to make the best possible progress. The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She knows how to access further training and support for these children should she need to.
- The childminder is a good role model and children behave well. The childminder plans games and activities to support children to develop social skills, such as

sharing and turn taking. However, at times the childminder does not effectively support children to develop emotional-social skills. For example, if children play games and become upset, she does not consistently support them to recognise and talk about how they are feeling and how their actions might make other people feel.

- Children who speak English as an additional language make good progress. The childminder works with families to ensure that children's home languages and cultures are included in her provision. For example, she gains knowledge of key words in children's home language to help them settle in her home. Children learn about the customs and cultures celebrated by people from different faiths.
- The childminder takes children on outings to soft play and local toddler groups. Children benefit from attending these groups, where they develop social skills within a wider group of children. The childminder consistently supports children to learn independence skills, such as putting on their shoes and washing their hands before meals.
- Children enjoy learning about the world around them. The childminder plans learning opportunities in response to children's curiosity. For example, after reading the story of 'The Very Hungry Caterpillar' children experience feeding and caring for their own caterpillars. They learn about life cycles as they release the transformed butterflies into the childminder's garden.
- The childminder seeks opportunities for professional development to help build on her already good knowledge of how young children learn. She undertakes regular safeguarding, first aid and food hygiene training to support her in her role. The childminder reflects regularly upon her provision and gains feedback from parents that she considers when seeking further training and development opportunities.
- Parents report that they are very happy with the service the childminder provides for their children. They feel their children make good progress and grow in confidence and happiness in her care. They feel well informed about the progress their children make.

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 develop emotional resilience and recognise how their actions impact upon the feelings of others.

Setting details

Unique reference number	EY436334
Local authority	Birmingham
Inspection number	10355257
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	3 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Birmingham. She holds an appropriate level 3 qualification and provides funded early education for three-year-old children. The childminder operates on Monday, Tuesday and Thursday from 7.30am to 5.30pm.

Information about this inspection

Inspector

Sue Bradford

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 childminder.
- The childminder discussed her curriculum intentions with the inspector.
- The inspector observed children's play and engaged with them at appropriate times.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.
- Parents shared their views with the inspector.

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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