

# Childminder report

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Inspection date: 14 November 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a welcoming environment for children to play, learn and explore. Children demonstrate they are happy, safe and have developed secure bonds. The childminder is a positive role model to the children. She encourages children to be kind, respectful and help tidy away toys and equipment. Children are familiar with the well-established routines that have been embedded by the childminder. Consequently, children behave extremely well throughout the day. The childminder knows the children well and acknowledges when they are hungry or need help with toileting. For example, she assists children to recognise their readiness for snack. She helps them to calculate the remaining time and informs them that they need two more minutes until snack time is ready.

Children are confident to lead their own play and call the childminder to join and show them what they are doing. The childminder prioritises children's communication and language skills to extend their vocabulary throughout the day. Children confidently chat to the childminder about their drawings. The childminder builds on children's imagination and extends their learning effectively. For example, she asks them relevant questions to encourage them to describe the body parts they are drawing. Children's communication skills are highly effective.

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

- The childminder knows what she wants children to learn and works with assistants to share ideas to support children to make progress. She obtains information from parents to extend what children know and can do to plan their learning. The childminder uses a varied curriculum to teach children and plan activities for their individual needs. Children are excited and well supported by the challenging and inspiring experiences to gain skills to prepare them for school. All children make good progress in their learning.
- The childminder promotes children's good health and encourages effective hygiene routines. Children have regular access to fresh air and exercise. The childminder provides them with freshly prepared, nutritious, home-cooked meals and snacks. She provides a wide range of fruits and vegetables that children enjoy eating. The childminder ensures that she caters for all children's diets well.
- The childminder encourages children to be fully independent. This includes washing and drying their hands and attending to their own toileting needs. The childminder teaches children to chop their own fruit during snack time. These routines help children to increase their self-help skills effectively.
- The childminder identified that children's social skills and communication abilities had been impacted by the pandemic. As a result, she fully supported children to develop their communication and social skills through providing a language-rich and friendly environment for children to enjoy playing and building friendships.

Consequently, children's interactions are strong. The childminder has plans in place to support children with special educational needs and/or disabilities.

- The childminder provides children with a range of interesting experiences to understand life in modern Britain. She takes children out on regular visits and outings to extend their learning. These visits include outings to the local church, the farm, mosque, the laundrette, the dentist, bus and train rides, library visits, the park and the airport where children can watch aeroplanes land and take off. These outings support children to understand about the wider world and local community.
- The childminder has strong links with other childminders and the local school. She engages regularly with them to share information about children's development. She works with them to exchange ideas, activities and training to enhance children's learning. The childminder engages in regular training to extend her professional skills and has recently completed safeguarding training. She provides her assistants with regular coaching and supervision. However, the childminder does not reflect on teaching as thoroughly as possible to identify where practice can be enhanced even further to offer children the highest level of challenge in their learning.
- Parent partnerships are good. Parents are complimentary about the childminder and her assistant. They are pleased with the service provided. Parents receive regular feedback and information about their child's learning each day, which helps them to support their children at home. They praise the childminder for the stimulating and safe care she provides.

## 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:**

- extend the arrangements for reviewing the quality of teaching to identify where practice can be enhanced further to maximise children's learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY446778                                                                          |
| <b>Local authority</b>                             | Birmingham                                                                        |
| <b>Inspection number</b>                           | 10364020                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 21 January 2019                                                                   |

## Information about this early years setting

The childminder registered in 2012 and lives in Sheldon, Birmingham. She works with an assistant. The childminder operates all year round, from 8.30am to 5pm, from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for under twos, two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Maryanne Hepburn-Bean

### Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of parents' views during the inspection.
- 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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