

Childminder report

Inspection date: 17 March 2023

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

The provision is good

The childminder has a good knowledge of what children know and can do. For example, he plans activities for babies that help them to develop their hand-eye coordination and to learn about cause and effect. For instance, babies enjoy activities that involve filling and emptying and stacking and knocking over. During such activities, the childminder models how to complete the task and gives a running commentary, developing children's understanding of language. Babies babble and smile as they play.

Babies climb onto the childminder's lap and snuggle up and share a story together. The childminder makes sure that the babies can see the storybook and uses a clear voice with expression to hold their interest. He watches the babies and responds to what they are doing to keep their attention focused.

Children work out how to connect the toy wooden train track and plan where each piece will go. They use their imaginations to create scenarios for their trains. Children thoroughly enjoy moulding the dough and attempting different actions such as rolling, poking and patting. They are confident, happy and settled in the setting.

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

- The childminder uses suitable guidance to benchmark children's ongoing achievements across all the relevant areas of learning. He identifies any gaps in children's learning and puts plans in place to address these.
- The childminder provides a range of age-appropriate resources that encourage children to practise new ideas and skills across all the relevant areas of learning. He provides a supportive environment in which activities are led by children and based on their interests. However, the childminder provides fewer opportunities for younger children to fully develop their sensory skills and explore a variety of textures and materials.
- The childminder provides children with first-hand learning experiences on local trips and outings. Children enjoy daily fresh air and exercise in the garden. For example, children ride on a range of wheeled toys and practise their climbing and balancing skills on the slide. The childminder places a strong emphasis on encouraging children to play football. This promotes children's coordination, strength and balance and helps to raise their self-esteem as they achieve new skills.
- The childminder encourages the children to explore the similarities and differences between themselves and others in the wider community. For example, children learn about a range of festivals throughout the year. Additionally, the childminder reads books to the children about valuing the

differences in people.

- The childminder builds effective relationships with children by giving them affection, verbal reassurance, smiles and by playing alongside them as they try out something new. This helps children to feel relaxed and safe and to engage in new experiences.
- The childminder places a strong focus on recognising and rewarding children's positive behaviour. He helps children to identify and name various emotions. As a result, children behave well.
- The childminder successfully works in partnership with parents. He enhances parents' understanding about how their child's learning can be best supported at home, for instance through discussion, the sharing of photos and information about children's progress.
- The childminder has developed links with the local school. However, he does not always share enough information with other settings that children attend, to promote further consistency and continuity in children's learning.
- The childminder monitors and evaluates the childminding setting with his co-childminder. He regularly explores a range of early years websites and accesses information provided by his local authority. This, along with welcoming any suggestions from parents, helps him to improve the overall quality of the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended designated safeguarding lead training. He has a good understanding of the possible signs of abuse and a strong awareness of his responsibility to protect children from harm. The childminder carries out daily checks to identify and minimise any potential dangers to children on the premises. This, and effectively risk assessing all outings off the premises, helps to keep children safe and well. The childminder consistently supervises children to make sure they are safe and secure. He understands how to promote and practise good infection prevention and control procedures.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide more opportunities for children to develop their sensory skills and explore a variety of textures and materials
- strengthen partnership working with all other settings that children attend, to provide a more consistent approach to children's care and learning.

Setting details

Unique reference number	EY449366
Local authority	Birmingham
Inspection number	10264702
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	0 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 June 2017

Information about this early years setting

The childminder registered in 2012 and works with a co-childminder in Stechford, Birmingham. He operates all year round from 7am to 7pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Linda Yates

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 this into account in their evaluation of the setting.
- A tour of the childminder's home was completed to make sure all areas used by children are safe.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder. The inspector held discussions with the childminder and evaluated how well he assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.

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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