

Childminder report

Inspection date:

1 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

GoodGood

What is it like to attend this early years setting?

The provision requires improvement

Older children are keen to engage in their favourite activities, such as identifying letters in the alphabet. They are developing skills in sharing with the younger children and understand that sometimes their wishes cannot be immediately granted. For example, if another child has shown an interest in a toy they were previously playing with, they know they may have to wait until that toy becomes available. Older children readily converse with the childminder and the inspector with heaps of confidence. However, there are times when the childminder finds it difficult to respond to their attempts at communicating with her. She does not consistently give children time to think and respond to questions.

Younger children who have returned to the childminder's care following long periods of absence like to be in very close proximity to her. They form strong attachments to the childminder and they enjoy being cuddled as they fall to sleep in the childminder's arms. When the childminder sits at the children's level to join in with their play, they eagerly clamber onto her legs to be as close as they can. If the childminder needs to leave the room for short periods, they follow her and crawl at speed so that they can still see her. They enjoy exploring their immediate environment and they show an interest in the Christmas tree and the decorations. Babies enjoy emptying and filling boxes.

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

- Although the childminder has made some improvements to how she monitors and evaluates her provision since her last inspection, there is still room for improvement, so that all aspects of the provision are included. She involves parents to gain their views on what she does well and what she can do better. The childminder accurately identifies that following long periods of absence, she needs to help the children to settle and ensure they feel secure in her care.
- Children interact with their peers periodically during the day. However, during the day, the childminder's teaching practice is not strong enough to fully address children's social development. For example, she does not organise routines, such as mealtimes, effectively to promote social interaction.
- The childminder risk assesses her premises. She identifies that, due to current high winds, her garden needs general attention before it is safe and suitable for the children to use. Therefore, she currently uses the local park that is directly in front of her home. The childminder is also currently reviewing her risk assessments as she introduces her Christmas decorations.
- At times, the childminder successfully extends children's learning when they show an interest in the resources she provides. She asks children how they are going to use a range of tools, such as a saw and pliers. However, there are times when she does not fully extend children's learning. For example, children

show her the letter 'x' and name the letter, and although the childminder confirms that it is the letter 'x' she does not extend their learning about letters and sounds any further, restricting their early literacy development.

- The childminder knows the children in her care, and she is aware of their individual interests and gaps in their development. She plans accordingly and in line with each child's next steps in their learning to help them make progress. For example, the childminder is currently creating opportunities to help children share and be kind to one another.
- The childminder has a warm and caring persona. During busy periods when all children want their needs met by the childminder, she remains calm in her approach. She sweetly talks to the babies and reassures them that she will be with them just as soon as she can.
- Children receive some encouragement from the childminder to develop skills in becoming independent in toileting. The childminder offers lots of praise when children show an interest in using the potty. She tells the children she will tell their mummy and daddy how good they have been. This helps them to feel good about themselves.
- The childminder accesses the required mandatory training. She researches other courses she feels will support her professional development. For example, she has booked a course on managing children's behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities to protect children in her care. She is knowledgeable about the signs and indicators of abuse and harm. The childminder knows who she must contact if she has a concern. She confidently responds with the action she would take to keep children safe through scenarios raised by the inspector, such as issues relating to domestic violence. The childminder has a range of policies and procedures in place to support the safe and efficient management of her provision.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve teaching practice to fully support children's social development throughout the day.	28/12/2021

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

- support children more effectively to extend their knowledge and understanding of letters and sounds
- give children time to think about any questions they have been asked and allow time for them to respond
- develop the procedures for monitoring the quality and consistency of teaching practice, particularly in relation to supporting children's social skills.

Setting details

Unique reference number	504645
Local authority	Birmingham
Inspection number	10214791
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 2
Total number of places	6
Number of children on roll	0
Date of previous inspection	10 November 201710 November 2017

Information about this early years setting

The childminder registered in 1982. She operates all year round offering flexible hours, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Lapworth

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder described how the environment and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the evidence of the suitability of the people living and working on the premises.
- The inspector took account of parents' views about the provision.
- The inspector toured the premises and completed a learning walk with the childminder.

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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