

Childminder report

Inspection date: 3 October 2022

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| 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 are happy and settled and have warm relationships with the childminder. They enjoy sitting on her lap and like to be close to her. Children are clearly interested in what is provided and eager to take part. For example, children delight in using the shakers, tambourine and drums. They thoroughly enjoy listening to their favourite rhymes, and they are supported well to take part. They gain the confidence to make sounds and sing along, repeating familiar words. Children show a keen interest in books because the childminder uses them well to gain their attention. For example, children are eager to lift the flaps and are encouraged to make animal sounds. They screech with delight when the childminder pretends to peck them with the chicken puppet.

Children behave well, listen to instructions and know the routine. For example, children happily sit in readiness for their lunch. They increase their self-help skills as they learn to use cutlery, and they are given the time and space they need to have a go. Children have plenty of opportunities to use their imagination and be creative as they take part in a varied range of art and craft activities. They learn how to be kind and show care and concern to others, including the pet cats.

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

- The childminder uses her observations of children's learning and an effective assessment system to help her identify children's next steps. She uses this information well to plan a varied range of activities for children daily based on their developmental needs and their interests.
- The qualified and experienced childminder works closely with parents. For example, when children first start, she works with parents to complete a detailed baseline developmental assessment and uses this to inform her practice. Daily discussions, written diaries and the regular sharing of assessments mean that parents are kept well informed about their children's progress and care. Parents report that their children are happy and settled and their care needs are met well. For example, any dietary and medical requirements are fully adhered to, and parents feel their children are safe.
- Promoting children's personal, social and emotional development is a clear strength. The childminder is nurturing and sensitive to the needs of children and knows their routines well. She gently encourages children to increase their self-help skills and their independence as they play. She ensures children have plenty of opportunities to attend local playgroups to help increase their social skills and confidence.
- Children have good opportunities to learn about living things and the natural world. For example, the childminder teaches children about the changing seasons, weather and how to care for plants. Children take regular walks in the

local community. However, the childminder plans few opportunities for children to learn about their local community to further extend their understanding of diversity.

- Promoting children's communication and language skills is a clear priority. The childminder uses songs, books and musical instruments extremely well to encourage children to communicate. She uses children's favourite books to entice them to learn. For example, children learn about animals and healthy eating through their favourite stories. The childminder places a clear focus on using age-appropriate language with babies and introduces new vocabulary and concepts to older children.
- Opportunities for mathematical learning are woven well through the daily routine and children's play. Children have a variety of opportunities to count and recognise colours and shapes as they play. Regular baking sessions offer children practical opportunities to consider concepts such as weight and measurement.
- The childminder teaches children about the benefits of eating a healthy diet and the importance of cleaning their teeth to help promote their good health. They have daily opportunities to be outdoors in the fresh air and use a range of large apparatus in the garden to develop their physical skills. Babies are supported well to sit, crawl and walk. However, the childminder does not have a deep understanding of how to provide activities for children to help develop their finger, hand and arm strength.

Safeguarding

The arrangements for safeguarding are effective.

All members of the household are vetted and suitable. The childminder has a good understanding about the types and signs of abuse and neglect and the procedure to follow if she is concerned. She carries out daily checks to ensure her home is safe and clean. There are effective systems in place to keep children safe on outings, and they learn about road and water safety. Older children are taught about the risks of the internet and social media. Detailed risk assessments ensure children are kept safe. For example, children are supervised at all times around the pet cats.

What does the setting need to do to improve?

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

- increase knowledge of how to provide age-appropriate activities for children to develop their finger, hand and arm strength to help further support their physical development
- monitor the educational programmes more rigorously to help identify areas for further development, such as strengthening the programme for children's

understanding of the world by teaching children about diversity.

Setting details

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| Unique reference number | 405590 |
| Local authority | Birmingham |
| Inspection number | 10234548 |
| 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 4 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 7 November 2016 |

Information about this early years setting

The childminder registered in 2001 and lives in Great Barr, Birmingham. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

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 setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector took into account the views of parents.

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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