

Childminder report

Inspection date: 17 January 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	Good
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What is it like to attend this early years setting?

The provision is good

This engaging childminder and her assistant welcome children into the childminder's inviting home. Children quickly settle into the routines of the day. This means they are ready and keen to learn. Children are encouraged to express their own creativity as they smudge paint with their hands or delicately stencil flowers. This builds a sense of pride as they show off their creations. There are lots of opportunities to practise mark-making skills at the large whiteboard that is cleverly fixed low down on the wall. Children draw outlines of their hands with markers and enjoy erasing them with a rubber. This helps to strengthen the muscles needed for future writing.

Children enjoy daily walks in the local community. They regularly visit the library, farm and supermarket. Children delight in pushing the child-sized trolleys as they go to buy fruit in the shop. The childminder knows children well and follows their interests. This results in children enjoying their first time riding on a bus. These rich experiences broaden children's understanding of the world around them. The childminder teaches vital skills, such as road safety and stranger danger, during these outings. This prepares children well for their future life.

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

- Children are happy and enjoy the company of the childminder and her assistant. They have a strong bond. This helps children to feel safe and secure. They playfully pretend to be lions and roar together. This helps them to use their creative imagination and have fun.
- Children are given time to think and respond to questions. This means they are deepening their problem-solving skills. However, the childminder does not use varied or challenging questioning to encourage children to think and help them make even better progress in their learning. For example, the childminder and her assistant ask lots of closed questions that are often similar and repetitive.
- The childminder promotes healthy lifestyles and independence. Children follow instructions well and learn how to keep themselves healthy. Hand hygiene is thorough and embedded in daily practice. Children have access to fresh drinking water and they go outside every day.
- Children enjoy the freedom of choice. The childminder and her assistant respectfully follow the children's interests. Children can freely access different resources and choose what they would like to do next. This builds their confidence, self-esteem and independence in learning.
- Children learn the appropriate rules of the setting. For example, before starting a new activity they must help to tidy up the last one. This supports children to learn about responsibility and looking after things.
- The childminder works closely with other professionals, such as the area special

educational needs coordinator. This means children get the early support they need. She also has a close network of local childminders to help support her own professional development. She reflects on her practice and is passionate about improving her setting.

- Children are eager and enthusiastic to learn. They are engaged in stimulating activities for long periods. The childminder observes and plans activities to support where children have gaps in their knowledge. However, she does not always identify areas where children could be challenged further. For example, she does not always identify when children show they are ready to progress their hand grips when painting or to use a knife and fork instead of a spoon to feed themselves.
- The childminder builds strong partnerships with parents. She gathers valuable information about what children already know and can do. She uses this information to set accurate starting points. Parents are very happy and say their children will be staying on at the childminder's setting instead of moving to a bigger setting.
- Children show a love for books. They sit on the childminder's lap to share a story and enjoy turning the pages and lifting the flaps of the book. The assistant uses food props to add further interest and introduces words such as 'avocado' and 'watermelon'. This helps to widen the children's vocabulary and improve their language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant fully understand their role and responsibility to keep children safe. They know how to recognise the signs that might give them cause for concern about a child's welfare. The childminder and her assistant are familiar with the correct procedure to follow to protect a child from harm. They complete daily checks for hazards in the home and garden. The childminder and her assistant also carefully consider the risks they might face when taking children on outings.

What does the setting need to do to improve?

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

- introduce questioning that is varied and challenging to help children make even better progress with their learning
- make better use of observations to identify where children can move forward in their learning, to help them to progress even faster.

Setting details

Unique reference number	EY395863
Local authority	Birmingham
Inspection number	10265050
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 10
Total number of places	8
Number of children on roll	6
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in the Balsall Heath area of Birmingham. She operates all year round from 8.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with three assistants and holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Katie Rudge

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documents 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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