

# Childminder report

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Inspection date: 22 January 2024

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

### **The provision is good**

The childminder provides a welcoming and safe environment. She is kind, caring and attentive and builds strong bonds with the children, who are relaxed and happy in her care. Babies snuggle happily onto her lap and older children go to her for impromptu hugs. The childminder gives children lots of praise and encouragement, which helps to build their confidence and self-esteem. Children listen to instructions and learn the routines that help to keep them healthy, such as washing their hands before eating. The childminder is a good role model. She teaches children to share, take turns and be respectful to each other. The childminder responds promptly to babies' physical and emotional needs to ensure that they remain comfortable and content.

Children demonstrate a positive attitude towards learning. They are keen to engage and learn new skills. Babies are delighted when they press buttons on electronic toys to make sounds. Older children use their imagination as they immerse themselves in role play, using their favourite toys. The childminder has high expectations for children's learning. She provides a curriculum that helps to prepare all children for their next stage of learning, including their eventual move on to school.

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

- The childminder is clear about what she wants children to learn. Her ambitious curriculum covers all areas of learning, takes account of children's interests and builds on what they already know. The childminder has procedures in place to support children with special educational needs and/or disabilities when needed. Consequently, children make good progress from their starting points.
- The childminder is keen to extend children's communication and language skills. She engages children in conversation and introduces new words as they play. However, at times, the enthusiastic childminder does not give children time to think and formulate their response before answering her own question or asking another one in quick succession. This does not support children to develop their problem-solving skills or to practise using new language to express their thoughts and ideas.
- The childminder is a good role model. Children learn to behave well and use good manners. They happily follow the childminder's rules and routines. For example, they say 'please' and 'thank you' to the childminder and each other. Children help to tidy away the toys when they have finished playing with them.
- The childminder provides plenty of opportunities for children to develop and use their physical skills. Children use the childminder's garden daily. They enjoy regular outings, such as walks in the local community and visits to the local park.
- The childminder supports children to develop their social skills and knowledge of

the local community. For example, they meet new people in different surroundings, such as the local library, park and playgroup.

- Children learn about how to keep themselves safe. For example, they know they must not disturb the childminder's pets when they are resting and to wash their hands after petting them.
- The childminder teaches children about diversity and life in modern Britain. She plans activities that help children to learn about the similarities and differences between themselves and others.
- Parents are very complimentary about the childminder and comment on how their children enjoy being with her. They are happy with the communication methods the childminder uses to provide information about their child's progress.
- The childminder and her co-childminder carry out peer reviews of each other's teaching practice. This helps them to identify where improvements can be made. The childminder works closely with local childminders. This helps her to share good practice and keep up to date with legislation. However, the childminder's programme of professional development is not sharply focused to extend her knowledge and further raise the quality of teaching to the highest level.

## 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:**

- improve questioning techniques to give children time to think, consider and formulate a response so that they can share their thoughts and ideas
- seek professional development opportunities to further enhance skills and knowledge, to raise the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	EY409884
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10305027
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	8 February 2018

## Information about this early years setting

The childminder registered in 2010 and lives in Great Barr, Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with a co-childminder.

## Information about this inspection

### Inspector

Karen Laycock

### 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 childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to parents and also took account of written views of parents provided by the childminder.
- The childminder provided the inspector with a sample of key documentation.

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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