

Childminder report

Inspection date: 29 January 2024

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 spend a lot of time enjoying trips and outings in the local community. Throughout the week, the childminder takes children to local playgroups and toddler groups to mix with larger groups and enhance their social skills. The childminder arranges outings to local green spaces, parks and wooded areas to help children to appreciate nature. She encourages them to learn about the growth of trees over time as they talk about the changes they see throughout the seasons.

The childminder understands how to support and nurture babies who are new to the setting. Gradual settling-in sessions and plenty of cuddles and reassurance help babies to feel emotionally secure within a short space of time. The childminder gathers information from parents about routines and abilities before children start. This helps her to plan for children's needs from the start. There is a lovely, family atmosphere in the childminder's home. Children form close bonds with the childminder and each other. The childminder teaches children to use good manners and to be considerate. For example, children tidy away toys when they have finished playing with them.

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

- The childminder is well qualified and experienced. She ensures that she completes all required training, such as first aid and safeguarding. However, she has not undertaken any recent training or research into current practice to ensure her teaching is of consistent high quality.
- The childminder gets to know children well. She makes regular observations of children's achievements and uses assessment information to plan for what children need to learn next. This also helps her to identify and address any gaps in learning, including making referrals to other professionals if necessary. As a result, children make good progress in their learning and development.
- Children benefit from a range of activities and experiences. Older children practise their early writing skills as they make marks with pencils and crayons. The childminder tests children's understanding of colour, size and shape as they play with a variety of shape sorters. However, there are times when fewer activities are available for the youngest children.
- The childminder organises resources in the playroom effectively to ensure that children can make choices about their play and learning. Children choose freely from the boxes of toys available. This encourages children to explore their own interests and ideas.
- The childminder promotes children's good health. For example, children benefit from healthy fruit snacks. The childminder places a high priority on children having plenty of opportunities for fresh air and exercise.
- Children develop strong physical skills from an early age. The childminder

supports babies to develop their core strength for sitting and crawling. They are beginning to cruise along furniture and push along wheeled toys as they develop their balance in preparation for walking. Older children move their bodies enthusiastically as they dance and jump to music.

- The childminder supports children to develop good communication and language skills. She provides a running commentary as children play, modelling language and new words. Children enjoy joining her to sing favourite songs and rhymes.
- Children learn to behave well. The childminder has a calm and consistent approach when supporting children. She talks to them and explains the simple boundaries in place and what is expected of them. As a result, children share and wait patiently for their turn to play with a favourite toy.
- Parent partnerships are good. The childminder shares information about children's learning through electronic messages and daily conversations. She has discussions with parents about promoting toilet training and developing children's use of cutlery. This helps to establish a shared approach to children's learning and development.

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:

- focus professional development more precisely on current research about how children learn, to drive the quality of teaching to a consistently high level
- increase the range of experiences for the youngest children when working with children of mixed ages.

Setting details

Unique reference number	EY464429
Local authority	Staffordshire
Inspection number	10331620
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Birmingham. The childminder has an appropriate early years qualification at level 3. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Trisha Turney

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 discussed her intentions for children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.

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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