

Childminder report

Inspection date:

29 June 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

Summary of key findings

This provision meets requirements

- The childminder understands how to observe and plan for children's learning. She is aware of the different areas of learning and how she would promote these within the setting to provide a challenging curriculum for children. The childminder has kept up to date with changes to the early years foundation stage.
- The childminder is aware of her responsibility to keep children safe. She understands the different types of abuse and the signs which children may present. The childminder knows how to record and report her concerns to the relevant agencies.
- The childminder understands the importance of working in partnership with parents. She describes how she would provide daily verbal and written feedback to ensure that parents are involved in their children's learning and development.
- The childminder understands the importance of having high expectations for children. She is aware that children need rules and boundaries in place to make them feel safe and secure. The childminder talks of the importance of reinforcing children's positive behaviour to develop their self-esteem.
- The childminder understands how to promote diversity and inclusion within her setting, so that all children have a sense of belonging. She is aware of her responsibility to teach children to respect others.
- The childminder updates her knowledge through training, and referring to updates provided by her local authority's early years advisory team.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	2568548
Local authority	Barking and Dagenham
Inspection number	10239325
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	6 to 10
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Goodmayes in the London Borough of Barking and Dagenham. The childminder is available to care for children throughout most of the year from 7am to 6.30pm, Monday, Thursday, and Friday, and at weekends from 9am to 5pm. She can take and collect children from Manor Longbridge Primary School. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The was the first routine inspection the provider 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 provider.
- The inspector held discussions with the childminder about her knowledge of safeguarding, and the learning and development requirements.
- The childminder provided the inspector with a sample of required documentation on request, including policies and procedures, and certificates of relevant training completed.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.

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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