

Childminder report

Inspection date:

31 January 2025

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

**This
inspection**

Not met (with actions)

Previous
inspection

Good

Summary of key findings

This provision does not meet requirements

- The childminder does not understand she must continue to comply with the requirements of the early years foundation stage when there are no children on roll. She does not carry out risk assessments and her premises are not suitably prepared to welcome children.
- The childminder has appropriate knowledge of the signs and symptoms of child abuse. However, she does not refresh her safeguarding knowledge regularly. She is not up to date with local policy and guidance to make sure that she can act appropriately when required to protect children's welfare.
- The childminder is suitably knowledgeable about child development and how children learn with adult support. She demonstrates how a variety of resources can be used as strategies to help aid children's communication skills. She explains how to support children as they take their first steps, helping them to develop their gross motor skills.
- The childminder understands the importance of developing positive relationships with parents. She explains that she will share information with them during handovers to support effective communication. She shares that by offering hints and tips on how children learn she will support children's home learning environment.
- The childminder explains how she plans to liaise with other professionals and seek support for children who may have gaps in their learning. She understands that working with external agencies in a timely manner is important to help children make good progress in their learning and development.
- The childminder plans to provide children with home-cooked food. She holds an appropriate food hygiene and safety qualification. She knows that it is important that children eat a healthy and balanced diet as it helps their overall development.
- The childminder does not have a current paediatric first-aid certificate. She does have a first-aid kit accessible if needed. However, she does not check it regularly, so some of the contents are out of date.
- The childminder has not kept her knowledge of the learning and development requirements up to date. She is aware that there have been recent changes and updates to practice guidance. However, she has not continued her professional development to make sure she fully understands and can implement these in her practice. This impacts on the childminder's ability to successfully plan for children's learning and development.
- The childminder plans to collect information from parents about their children's care routines when they first start with her. She understands that transitions can be emotionally difficult for children and will work closely with parents to manage separation sensitively. The childminder explains that comforters from home will help children to feel calm and relaxed.
- The childminder plans to help children do things for themselves. For example, she will help them to use the toilet independently and put their own clothes on. She explains that this helps children develop skills they will need in the future.

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.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
carry out comprehensive risk assessments to ensure premises are safe for children at all times	28/02/2025
improve understanding of safeguarding procedures in line with local safeguarding partnership guidance	28/02/2025
maintain an approved valid paediatric first-aid certificate at all times	15/02/2025
ensure the first-aid box is stored with appropriate contents to respond to any situation quickly	15/02/2025
update knowledge and understanding of changes to the early years foundation stage learning and development requirements	28/02/2025
ensure premises are suitably planned and prepared to welcome children.	10/02/2025

Setting details

Unique reference number	EY232160
Local authority	Havering
Inspection number	10368330
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 0
Total number of places	6
Number of children on roll	0
Date of previous inspection	15 March 2019

Information about this early years setting

The childminder registered in 2003. She lives in East Ham, in the London Borough of Newham. The setting is open each weekday, and operates all year round. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Rehema Essop

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about how she will support children with special educational needs and/or disabilities.
- The inspector discussed the safeguarding and welfare requirements with the childminder.

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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