

Childminder report

Inspection date:

23 February 2023

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

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The childminder understands the need to keep children safe. She is aware of different signs of abuse and neglect and explains the process for reporting concerns in order to keep children safe from harm. The childminder holds a valid paediatric first-aid certificate and describes how to respond to an accident or injury.
- The childminder describes how she would build a curriculum around the developmental needs and interests of the early years children who attend. She explains the importance of supporting children's early language and communication skills. She speaks about opportunities within the local area to meet with other children to support social skills.
- Through discussion, the childminder explains the importance of supporting children to be healthy and active. She talks about the food she provides, taking into account any allergies or dietary preferences.
- She gives examples of positive behaviour strategies dependent on the age of the children in her care. She describes her approach to inclusion, encouraging children be aware of festivals from a range of cultures, such as Chinese New Year and celebrating similarities and differences.
- The childminder recognises the importance of developing good relationships with parents. She talks about ensuring communication is clear to make sure that parents feel well informed about their child's progress. She talks about the value of having strong links with other settings and schools the children attend to support consistency for the children in her care.
- The childminder explains the importance of undertaking training to make sure she is keeping herself up to date with changes and developments in practice. She talks about support available through the local authority.

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	EY259244
Local authority	Barking and Dagenham
Inspection number	10271151
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	3 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2003. She lives in Romford, within the London Borough of Barking and Dagenham. She operates from 7am until 6pm from Monday to Friday all year, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Kathryn Irvine

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 provider.
- The inspector viewed the premises and discussed how the childminder ensures they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years provision.
- The inspector looked at relevant 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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