

Childminder report

Inspection date:

13 February 2020

**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 fully recognise the importance of assessing children's knowledge and skills. She does not have a secure understanding of how to identify children's ongoing levels of achievement, in order to effectively plan for their next steps in learning.
- The childminder regularly completes her mandatory training in first aid and safeguarding, including on wider safeguarding issues. However, she has not made good use of training and professional development opportunities to extend her knowledge and understanding of the statutory framework and to keep up to date with changes that occur in the sector. Consequently, she lacks the knowledge of how to plan a high-quality curriculum that results in good education for children.
- The childminder's house is clean, organised and welcoming. Children have opportunities to play outdoors each day and enjoy fresh air. The childminder provides a wide range of age-appropriate resources indoors and outdoors, to help them to develop numerous skills including sharing and turn taking.
- The childminder knows how to promote children's good health and well-being. Children benefit from a variety of healthy meals and snacks. The childminder understands the importance of developing independence and self-care skills.
- The childminder has a good understanding of how to interact well with children. She recognises the importance of building secure relationships with them so they develop positive attitudes towards learning and feel safe and secure.
- The childminder's safeguarding knowledge is robust. She demonstrates a secure understanding of possible signs of child protection concerns. She knows how to report these concerns, following local safeguarding procedures.
- The childminder recognises the differing needs of children, including those with special educational needs and/or disabilities and those who speak English as an additional language. She talks about strategies she will use to support children in order to increase their speaking skills and vocabulary knowledge.
- The childminder has a clear knowledge of how to promote positive behaviour to help support children's personal, social and emotional development. She has simple rules and boundaries of behaviour, so that children know what is expected of them.
- The childminder recognises how to keep children safe. She holds a public liability insurance, a valid first-aid certificate and conducts daily risk assessments to ensure that all areas of the provision are safe for children. The childminder has clear policies and procedures in place and relevant documentation to record children's accident and the administration of medication. She follows robust hygiene, safety and safeguarding procedures in her home to ensure the safety and welfare of all children.
- The childminder recognises the importance of working in partnership with parents. This helps to ensure children receive continuity in their care arrangements and enhances their well-being.

There were no children 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 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
assess individual children's ongoing levels of achievement and plan for their next steps in learning, to enable children to make good progress	31/03/2020
undertake appropriate training and professional development opportunities, to secure good understanding in order to offer a high-quality level of education for children.	31/03/2020

Setting details

Unique reference number	EY334897
Local authority	Barking and Dagenham
Inspection number	10073674
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	0
Date of previous inspection	9 March 2016

Information about this early years setting

The childminder registered in 2006. She lives in Dagenham, in the London Borough of Barking and Dagenham. The childminder operates her service all day, throughout the week, including weekends. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Yemi Afolabi

Inspection activities

- The inspector viewed all areas of the premises used for childminding. She carried out a learning walk with the childminder to find out how she organises the early years foundation stage curriculum.
- Discussions were held with the childminder at appropriate times throughout the inspection.
- The inspector asked to sample relevant policies and documents, including the childminder's first-aid certificate and evidence of the suitability of all adults in the household. She discussed how the childminder reviews her provision.
- The inspector discussed with the childminder how she intends to observe and monitor children's progress.
- The inspector had discussions with the childminder relating to her knowledge and understanding of the requirements for safeguarding and welfare.

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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