

Childminder report

Inspection date:

12 September 2019

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

**This
inspection**

Met

Previous
inspection

Met

Summary of key findings

This provision meets requirements

- The childminder has a good knowledge of what may give her concerns about children's welfare. She knows the signs that may indicate children are at risk of being drawn into extremist behaviours.
- The childminder understands the importance of creating a welcoming environment. She has a wide range of toys, equipment and resources to meet the learning needs of different age groups of children.
- The childminder understands the importance of building partnerships with parents. She keeps parents well informed about their child's day through discussions and daily journals.
- The childminder completes daily risk assessments to minimise hazards in the play environment to ensure that her home and outdoor area are safe and secure.
- The childminder reviews and recognises the importance of reflecting on her practice to identify and address areas for development to help continually improve her service.
- The childminder builds her professional skills and knowledge well. For instance, she completes regular online training to better her practice.
- The childminder knows how to interact with children and extend their learning so they make progress. She uses her observations and assessments to identify children's next stage of development, and plans activities according to their individual needs and interests.
- The childminder understands the importance of supporting children's language and communications skills well. She plans time when they can look at books, read stories and sing songs, and encourages group discussions of what they would like to do next.
- The childminder recognises the importance of partnership working with parents and other providers to promote consistency in children's care and learning.
- The childminder understands the importance of promoting children's physical development to support their behaviour and growing independence. For example, she plans a variety of activities and outings to the parks, forest and supermarket.

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.

Setting details

Unique reference number	EY303714
Local authority	Havering
Inspection number	10120426
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 0
Total number of places	5
Number of children on roll	0
Date of previous inspection	6 January 2016

Information about this early years setting

The childminder registered in 2005. She lives in Hornchurch, in the London Borough of Havering. The childminder is available to care for children all day from Monday to Friday during term time.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector conducted a learning walk with the childminder of her home.
- The inspector asked the childminder questions to establish her understanding of how to safeguard children, and how she delivers learning and development.
- The inspector read and took account of the written feedback provided by parents.
- The inspector viewed a range of documents, including the childminder's paediatric first-aid certificate.

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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