

Childminder report

Inspection date:

12 March 2020

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

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- Children have regular opportunities to develop their understanding of the world through the childminder's plan to develop an exciting outdoor curriculum. She takes children out into the local community, to the library, zoo, parks, playgrounds, soft-play centres, playgroups, the beach and to feed the ducks.
- The childminder has an understanding of how children learn. She is aware of how to observe, plan and assess children's development. The childminder targets any gaps in children's development through regular assessment and discussions with parents. She has an understanding of the early years foundation stage requirements and how to meet them.
- The childminder involves older children in developing their own curriculum. She plans activities that interest them and shares her skills in knitting, crocheting, cooking, art, singing and dancing.
- The childminder understands her role to support children to learn to manage their feelings and behaviour.
- The childminder understands the importance of working with parents to ensure consistency in children's care.
- The childminder is aware of how to keep the children in her care safe. She knows how to identify and report any signs that may indicate a child's welfare is at risk, and where she would report her concerns. The childminder has completed training in safeguarding children, how to keep children safe online, and mental health first aid for children to further improve her safeguarding knowledge.
- The childminder understands the need to reflect on the quality of her practice. She recognises the need to continue to develop her knowledge and understanding to improve outcomes for children.
- The childminder understands the importance of evaluating her setting using her observations of children's learning and the toys that they access. She understands the need to meet with parents regularly to gain their views on the care and education that she provides.

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	118832
Local authority	Havering
Inspection number	10063468
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	19 April 2016

Information about this early years setting

The childminder registered in 1996 and lives in Rainham, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Keiley Pedro

Inspection activities

- The childminder and the inspector discussed the childminder's knowledge and understanding of the early years foundation stage and how she intends to meet the requirements.
- The inspector checked the childminder's understanding of safeguarding procedures.
- The childminder showed the inspector the areas of her home that she plans to use for children's care and learning.
- The inspector looked at relevant documents such as suitability checks and training certificates.

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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