

# Childminder report

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Inspection date:

17 September 2021

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

**This  
inspection**

**Met**

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Previous  
inspection

Requires improvement

## Summary of key findings

### This provision meets requirements

- The childminder has a clear understanding of how to safeguard children. She knows how to refer any concerns regarding children's welfare to the relevant authorities. Daily checks and risk assessments help to reduce hazards and enable the childminder to promote children's safety and welfare effectively.
- The childminder talks about how she uses a range of teaching skills to support her to provide a broad curriculum for all children. She understands how to create exciting learning opportunities, indoors and outdoors, to support children to make progress across all areas of learning.
- The childminder understands how to manage children's behaviour. She recognises the need to teach children to be independent and to help them to develop their confidence and self-esteem. The childminder explains how she encourages children to, for example, share, turn-take and have respect for others throughout the day.
- The childminder talks about how she reflects on the quality of her practice to help her to identify areas for further development. She recognises the need to continue to improve her skills and knowledge, and meet requirements. For example, since the last inspection, the childminder has completed training to support her efforts to offer a broad curriculum that will help children to make good progress.

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

<b>Unique reference number</b>	EY452954
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10144389
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 0
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	15 January 2020

## Information about this early years setting

The childminder registered in 2013. She lives in the Royal Borough of Kensington and Chelsea, and operates Monday to Friday, from 8am to 6pm, all year round, except during family holidays and bank holidays. She is in receipt of funding to provide free early years education for children aged two and three years. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Claire Boparai

### Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. Inspector discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The inspector viewed the resources and looked at areas of the premises that are used for childminding.
- The childminder discussed with the inspector how she supports children's learning and development.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The childminder and the inspector completed a learning walk together.

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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