

Childminder report

Inspection date: 29 September 2021

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not Met (with actions)



Summary of key findings

This provision meets requirements

- The childminder has an understanding of her responsibility to keep children safe. She attends training to help keep her knowledge of safeguarding up to date. The childminder knows how to protect the children in her care. For example, she is confident about who to report concerns about children's welfare to. In addition, the childminder understands how to risk assess her home to help ensure that it is safe for children.
- The childminder understands how to plan her curriculum effectively, to help offer children a wide range of experiences that reflect their interests and individual needs. She understands the importance of assessing children's progress to help her understand what it is they need to learn next.
- The childminder knows how to work with parents effectively. She intends to find out about children's starting points in learning from parents when their children first start. In addition, the childminder plans to gather information about children, to help to support their emotional well-being and offer a complementary approach to children's learning.
- The childminder knows how to positively manage children's behaviour effectively. She explains how she will support children to share and take turns through their play.
- The childminder demonstrates her understanding of how to reflect on the quality of her practice, to help identify areas for further development. She recognises the need to continue to improve her skills. For example, since the previous inspection, the childminder has completed a paediatric first-aid training course and has attended training, to help her to understand how to deliver a broad and balanced curriculum for children.

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 EY232051

Local authority Kensington and Chelsea

Type of provision 10120379 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 18 November 2015

Information about this early years setting

The childminder registered in 2002. She lives in Ladbroke Grove, in the Royal Borough of Kensington and Chelsea. The childminder operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector discussed with the childminder how she meets the requirements of the early years foundation stage.
- The inspector had a tour of the premises, and viewed the toys and equipment that are available for children to use.
- The inspector discussed self-evaluation with the childminder.
- The inspector sampled documentation, including suitability checks, public liability insurance and qualification 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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