

Childminder report

Inspection date:

7 April 2022

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

**This
inspection**

Met

Previous
inspection

Not applicable

Summary of key findings

This provision meets requirements

- The childminder has a good attitude towards her own professional development. She recognises the importance of continually updating her knowledge and skills and has developed positive links with her local authority early years team to seek advice and support.
- The childminder has recently improved her knowledge of how to safeguard children and protect them from harm. She can recognise possible signs and symptoms of abuse and knows how to refer any concerns. She has a secure knowledge of wider safeguarding issues, such as radicalisation and what to do if an allegation is made against her.
- The childminder understands how to plan her curriculum in order to build on what children already know and understand. She has a clear understanding of the skills children need to move on to the next stage of their education. The childminder demonstrates how she plans a range of purposeful activities to support children's learning through play.
- The childminder understands the importance of helping children to feel settled in her home. She continues to develop her partnerships with parents and shares key information with them about, for example, her policies and procedures and her plans for children's learning.
- The ways in which the childminder helps young children to gain healthy lifestyles are developing well. For example, the childminder has completed training on how to provide a healthy food environment. This is to improve her understanding of how to make mealtimes a more social and enjoyable experience for children, while also enabling best practice at mealtimes. The childminder also ensures that children have daily access to fresh air, such as by playing in the garden, going on walks and visits to local parks.

There were no children in the early years age range 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 early years 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	2520685
Local authority	Slough
Inspection number	10208058
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	1 to 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Slough. She operates Monday to Friday, term time only, from 7.30am to 4.30pm.

Information about this inspection

Inspector
Nicky Hill

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder explained to the inspector how she plans her curriculum and how she works in partnership with parents.
- The inspector checked the childminder's understanding of the safeguarding and welfare requirements.
- The inspector talked to the childminder about how she reflects on her practice and develops her knowledge and skills.

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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