

Childminder report

Inspection date	22 July 2019
Previous inspection date	6 July 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder does not implement robust daily risk assessments and procedures to ensure children's health, safety and well-being.
- Children's behaviour is not managed consistently. The childminder does not provide children with clear messages and boundaries. This results in disruptive behaviour and puts children's safety at risk.
- Self-evaluation is not effective. The childminder does not seek feedback and include the views of parents and children when evaluating the quality of her setting. She does not take action to improve her practice or address any areas of weakness identified. As a result, children do not receive the individual support they need in their learning.
- Partnerships with parents and other professionals are not effective. The childminder does not work collaboratively with parents where she has concerns about their child's progress. She does not act promptly to refer children to external professionals where gaps in their development emerge. Children do not receive targeted interventions to help close any gaps in their learning.
- Provision is not well planned to consistently challenge children and help keep them focused in their learning. Planned activities do not match children's individual needs and interests. Children become easily bored and distracted, which contributes to their poor behaviour.
- The childminder has not addressed previous recommendations set at the last inspection. She has not identified effective ways to extend children's understanding of different people and communities beyond their own experiences.

It has the following strengths

- Children enjoy the time they spend outdoors exploring the natural environment. They learn about different creatures and critters that live in the garden.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement appropriate behaviour management strategies and reinforce these consistently, to help ensure children's safety	12/08/2019
implement robust and effective risk assessments that identify all potential risks and hazards to children's health, safety and well-being	12/08/2019
take appropriate steps to promote children's good health and implement effective hygiene routines	12/08/2019
ensure appropriate action is taken to identify and address key weaknesses in practice, so that the quality of teaching and learning is improved	12/08/2019
improve the current system used to seek support and refer children to external professionals where required, so that children receive targeted interventions and the early help they need to close any gaps in their learning	12/08/2019
implement an effective system to share information and work collaboratively with other professionals involved in a child's care, to help promote a consistent approach towards a child's learning	12/08/2019
implement effective systems to collect and share key information with parents about their child's progress, and ensure any concerns are addressed promptly, so that children swiftly receive the individual support they need in their learning	30/09/2019
improve educational programmes and reflect on how children learn best, when planning activities and play equipment, to help engage and challenge children's learning more effectively	30/09/2019
ensure children's interests and next step learning targets are incorporated fully into effective educational programmes	30/09/2019
provide children with quality opportunities to learn about the differences between people and communities beyond their own experiences.	30/09/2019

Inspection activities

- The inspector had a tour of all areas of the premises children access.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector held discussions with the childminder and children at convenient times during the inspection. She reviewed the written feedback parents left for her and considered their views.
- The inspector reviewed a sample of documents, including policies, procedures and suitability records for all adults living and working on the premises.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder demonstrates a significant weakness in her ability to identify risks. She does not implement robust procedures to help protect children in her care. For example, children handle compost from the food-waste compost bin. They then eat fruit from the plants in the garden before washing their hands. The childminder fails to recognise this puts children's health at risk as they are exposed to harmful bacteria. Furthermore, although the childminder knows that insects and small creatures have laid eggs on the fruit plants, she continues to allow children to eat the fruit before washing these. The childminder does not help children to understand the impact this can have on their health and well-being. That said, the childminder has a good understanding of the necessary procedures to follow should she have a concern about a child's welfare. The childminder does not identify and address key weaknesses in her practice. She does not recognise effective training opportunities for her continued professional development. As a result, children do not receive the targeted support they need to help close any gaps in their learning. Children do not make the good progress of which they are capable.

Quality of teaching, learning and assessment is inadequate

Although the childminder monitors children's progress. She does not use this information to identify effective next steps or address any gaps in their learning. The childminder does not act promptly to refer children to external professionals where significant gaps in their development emerge. She does not provide parents with adequate information about the individual support their child needs. Children do not receive the early help they need to swiftly help close any gaps in the learning. The childminder does not utilise partnerships with other professionals involved in a child's care. For example, she does not share key information with the nurseries children attend, to help ensure a consistent approach towards their learning. The childminder does not incorporate children's interests into engaging and stimulating activity and provision plans. As a result, children become bored and start to disrupt their friends' learning. This unsettles other children and distracts them from their learning where they were otherwise happy and settled.

Personal development, behaviour and welfare are inadequate

The childminder does not set clear boundaries and consistent expectations of children's behaviour. She does not manage unruly behaviour promptly and consistently. This leaves children confused about what is expected of them. As a result, children's behaviour becomes increasingly disorderly and disruptive. For example, children throw sand in their friend's face. They tease their friends and do not listen when they ask them to stop. The childminder fails to consistently respond to this, which leads to children becoming fractious and unsettled. The childminder has not implemented effective handwashing routines to promote children's health and hygiene. That said, the childminder provides children with healthy snacks and well-balanced meals. Children develop good physical skills as they help to butter and cut their toast into halves.

Outcomes for children are inadequate

Children are not supported to make the best possible progress. Children are not actively

engaged and motivated learners. They do not consistently learn how to be kind, caring and considerate towards other people. As a result, children are not as well prepared for their next stages of learning and eventual move to school as they could be.

Setting details

Unique reference number	302183
Local authority	Bradford
Inspection number	10061701
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 July 2015

The childminder registered in 1997. She opens on Monday to Thursday from 7.30am until 5.30pm, and on Friday from 7.30am until 9am and 3pm until 5.30pm. The childminder operates all year round, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 4. The childminder provides free funded early education places for two-, three- and four-year-old children.

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