

Inspection date	16/10/2012
Previous inspection date	05/12/2008

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder has a poor understanding of the learning and development requirements and is not secure in her knowledge of the prime and specific areas of learning. Therefore, she does not plan interesting and challenging educational programmes to ensure that children reach the expected levels of development.
- Children are not supported in their progress towards the early learning goals in the prime and specific areas of learning as observations and assessments are not effectively used for all children.
- Parents are not sufficiently involved in their child's learning and development.
- Systems for self-evaluation of the provision are ineffective.

It has the following strengths

- the childminder understands the importance of promoting children's safety and has carried out effective risk assessments in order to minimise risks to children.
- warm, caring relationships have been established which ensures that children feel happy, settled and secure in their environment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder participating in activities with children indoors.
- The inspector looked at children's assessment records, including policies and procedures and the childminder's self-evaluation.
- The inspector carried out a tour of the premises.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

The childminder was registered in 2002 and she lives with her husband and two children age 11 and 13 years in a house in Greengates, Bradford, West Yorkshire. The whole of the ground floor and the bathroom on the first floor is available to children. There is an enclosed garden for outdoor play area. The family has one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for six children, of whom three are in the early years.

The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the Early Years Foundation Stage so that all children are provided with an educational programme that will enable them to make progress towards the early learning goals in the prime and specific areas of learning
- ensure all children are supported in their progress towards the early learning goals in the prime and specific areas of learning by making systematic observations and assessments, identifying the 'next steps' and using these to plan relevant and motivating experiences for each child.

To further improve the quality of the early years provision the provider should:

- share information with all parents about their child's learning and development
- develop further systems for self-evaluation to more accurately identify areas for improvement and act upon these.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has a limited knowledge and understanding of the learning and development requirements of the new Early Years Foundation Stage. Hence, she is not providing children with an educational programme to meet their needs in the prime and specific areas of learning.

For children who have been attending for a long time, she has maintained assessment records to include observations together with photographic evidence, which are evaluated to identify the 'next steps'. However, for children who have recently started, there is no information obtained from parents to be used as 'starting points' to enable the childminder to proceed in providing children with individualised learning. She has not carried out assessments on all children's development. This means the childminder does not effectively plan activities for children, and activities sometimes lack challenge or are unsuitable for the age of the children participating. Therefore children are making limited progress in their learning, to ensure that they reach expected levels of development. For

example, younger children's communication and language development is not fostered when providing a group activity involving older children in playing with large construction bricks. They are not challenged or stimulated with the activity or provided other resources or activities and their learning and development needs, not taken into account. Also, older children are bored very quickly after making a robot and the childminder does not extend the activity or provide other choices to stimulate the child's interest. This means the childminder is unable to help children progress further as the educational programmes are lacking in depth breadth across the seven areas of learning.

The childminder provides suitable care for young children and ensures that care routines are followed after liaising with parents for consistency of care. She interacts well with young children by providing emotional support through play. There are sufficient strategies in place to promote children's communication and language development. For example, songs and rhymes help children practise and play with sounds which are part of their everyday routines. Younger children are able to develop their physical skills as they have opportunities to crawl and learn to walk, with support from the childminder.

The contribution of the early years provision to the well-being of children

The childminder's home is warm and welcoming with a satisfactory range of play materials and furniture, enabling children to play rest and eat comfortably. Resources, which sufficiently promote equality and diversity, for example, books, dolls and dressing up clothes, are stored safely, enabling children to see and choose what they want to play with.

Children feel safe and have developed secure attachments with the childminder through warm, trusting relationships. The childminder knows the minded children sufficiently, and methods used for behaviour management are appropriate to their age and stage of development. Children respond positively to the praise and encouragement they receive from the childminder throughout the day, which helps to build their self-esteem.

Children are provided with suitable meals and snacks, which take into consideration their dietary requirements. For example, they eat cereals for breakfast and soup or sandwiches for lunch. They have free access to water at all times as part of promoting healthy living and encouraging their independence. Children understand and adopt hygiene practices as they learn to wash their hands in the washbasin and dry their hands on individual paper towels.

The effectiveness of the leadership and management of the early years provision

The childminder has satisfactory knowledge and understanding of safeguarding issues. She is aware of her responsibility to ensure that suitable systems are in place, including relevant safeguarding guidance to follow in the event of a concern being raised. She ensures that the suitability of all adults having unsupervised contact is maintained and

that anyone who has not been vetted or is not known is never left alone with children. She ensures the safety of children both indoors and outdoors and for outings through continual risk assessments.

Information is shared sufficiently with parents to enable the childminder to provide an inclusive service. However, since the childminder has limited knowledge of the prime and specific areas of learning, she does not provide parents with details about their child's progress to ensure that they work together with children to reach expected levels of development. The childminder does not have a sufficient over view of the educational programmes and is not able to recognise any gaps in children's learning across the seven areas of learning. Hence, children are making very little progress towards the early learning goals.

The childminder has an unsuccessful system for self-evaluation of her practice. This is not effective as areas for improvement have not been identified and acted upon, resulting in poor outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY231127
Local authority	Bradford
Inspection number	819601
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	05/12/2008
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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