

Inspection date	22/04/2014
Previous inspection date	09/10/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
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

- Children are not adequately safeguarded by the childminder because the supervision of children when on outings is poor, resulting in children being left unaccompanied.
- Assistants working in the setting are poorly managed by the childminder. Consequently, they are left for long periods of time in sole charge of children. This means children's well-being is not always effectively promoted.
- The childminder does not check that assistants are competent and suitable for the area of work they undertake.
- Children's personal, social and emotional development is hindered because they are not always learning in an environment where they feel safe and secure.

It has the following strengths

- The childminder shares children's learning and development regularly with parents. As a result, parents feel their children are progressing well and are ready for school.
- Children develop good early literacy skills because the childminder uses books, games and songs to teach children letters and sounds.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the playrooms and the outdoor area.
- The inspector conducted a joint observation with the childminder.
- The inspector held conversations with the childminder, assistants, children and a parent during the inspection.
- The inspector sampled children's observation, assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability, assistants' suitability, qualifications, risk assessments, policies, procedures and registers.
- The inspector took account of the views of parents spoken to on the day and from parent contributions to children's development files.

Inspector

Laura Hoyland

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with three registered assistants and a co-childminder at different times of the week. She lives with her husband and four children aged 19, six, four and two years in a house in Idle, Bradford, West Yorkshire. The whole of the lower ground floor, ground floor bathroom, ground floor bedroom and rear garden are used for childminding purposes. The family has a pet dog. The childminder attends several toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 31 children on roll, 19 of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.15am to 6.30pm, Monday to Friday, except for a week at Christmas. The childminder supports a number of children who speak English as an additional language, and she provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure children are kept safe on outings by ensuring they are adequately supervised at all times

ensure children are not left with assistants for more than two hours in a single day.

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

- ensure that assistants are competent and suitable for the areas of work they undertake, with specific regard to obtaining information on assistants through an application process and obtaining suitable references
- maintain an accurate record of the names of children being cared for on the premises and their hours of attendance
- support children's personal, social and emotional development by ensuring they are always learning in an environment where they are well supervised and can feel safe and secure.

Inspection judgements

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

The childminder has a clear understanding of the different areas of learning and how children learn and develop. She knows all children well and their individual stages of development. Regular observations and assessment mean that gaps in children's learning are quickly identified and closed, and children are making expected progress. However, on occasion children are not effectively supervised and this has a negative impact upon their personal, social and emotional development as they become upset. In addition, children's confidence, self-esteem and ability to trust adults is jeopardised when they are put in situations where they are not sufficiently cared for.

The childminder plans a range of activities and learning opportunities for all children. She shows a great deal of skill in ensuring children of different ages are involved in activities by differentiating the learning outcome. For example, when teaching children the sounds of letters, she uses name cards for older children, supporting them to recognise the shapes. With the younger children she sings songs, helping them to decipher the first letter of names and items. Babies are also fully involved as she uses eye contact and soft intonations as she talks to them and ensures they are involved by sitting them close to the other children. This means that all children are developing good communication and language skills. Further activities are planned to extend children's interests. For instance, while some children are gluing and sticking collage materials other children are supported to take photographs of their friends' creations, to put in their development files. This means children are learning through play and developing skills for the future.

Children's development files are shared with parents on a regular basis. Parents are requested to complete an 'All about me' form when their child starts, which details children's starting points in order for the childminder to plan for children's individual needs. Parents comment on their child's progress and feel that their children are developing well in preparation for school. Regular parents' evenings are held, and parents are very complimentary of the childminder and assistants. They feel staff support their children well and, as a result, children enjoy attending.

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

Children's emotional development is not effectively promoted because children are not always cared for in a safe manner. For instance, children are not always supervised well on outings, and the childminder allows assistants to have sole care of children for prolonged periods of time. This does not effectively support children's well-being. Children are supported to settle into the setting through gradual visits. These are done over several weeks and sometimes months, to ensure children get to know the childminder, assistants and their new environment well. The childminder and assistants know each child well, and form appropriate relationships with them. Consequently, children are settled and happy to attend.

Children enjoy a range of outdoor activities and access them throughout the day. The childminder ensures that children are dressed appropriately for the different weather conditions and, as a result, children experience physical play daily. In addition, the childminder provides healthy and nutritious meals and snacks. Children sing songs about healthy food and sit in a small group for their meals. This means they are developing positive social skills.

Children behave well in the setting and respect the childminder and their friends. There are clear rules and boundaries, and children know the behaviour expected of them. All children share resources, and older children take a great sense of responsibility when helping the younger children. This means all children are learning to take responsibility for their behaviour. In addition, children respect toys and resources and tidy them away after playing. This teaches children to take care of possessions and means that the high quality resources are kept in good condition for all children to play and explore.

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

The inspection was brought forward by Ofsted following a notification of a child being left unaccompanied while on an outing. Since the incident, procedures for outings have not been reviewed sufficiently. Assistants are often left for more than two hours in sole charge of children and registers are not accurately maintained to ensure children are always accounted for. As a result of this inspection, Ofsted is taking enforcement action and will monitor the progress the childminder makes in dealing with these significant weaknesses. In addition, assistants are not safely recruited. The childminder has not informed Ofsted correctly about an assistant in order to allow for a Disclosure and Barring Service check to be completed. Neither does the childminder ensure that assistants are competent and suitable for the role, for example, references are not obtained neither is training and knowledge checked. As a result, children's safety is compromised. These are also breaches to both parts of the childcare Register. The childminder is aware of the signs and symptoms of abuse and who to contact if she has any concerns regarding children's health and well-being. Assistants are aware of where to locate safeguarding information and the policies and procedures that underpin practice.

The childminder holds daily briefings with her assistants. They discuss the programme for the day and the children attending. Further staff meetings are held regularly, and staff feel supported to understand their role and responsibilities. The childminder regularly appraises staff and identifies their training needs. Staff attend local authority training and information is cascaded to colleagues. This demonstrates staff's willingness to learn new skills.

Partnerships with other Early Years Foundation Stage providers have been created and the childminder shares information regularly with them. This means that children's learning is shared and supported between settings. In addition, the childminder has created strong relationships with parents. Information is shared with parents through verbal communication, as well as regular newsletters and meetings. Parents feel their children

are well cared for, the staff are friendly, and they are quick to praise the service the childminder provides.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure childminding assistants are only left for a maximum of two hours per day (compulsory part of the Childcare Register)
- ensure an enhanced Disclosure and Barring Service check has been obtained through Ofsted for all persons having unsupervised contact with children (compulsory part of the Childcare Register)
- keep a daily record of the names of children and their hours of attendance (compulsory part of the Childcare Register)
- ensure childminding assistants are only left for a maximum of two hours per day (voluntary part of the Childcare Register)
- ensure an enhanced Disclosure and Barring Service check has been obtained through Ofsted for all persons having unsupervised contact with children (voluntary part of the Childcare Register)
- keep a daily record of the names of children and their hours of attendance (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY274903
Local authority	Bradford
Inspection number	971437
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	19
Number of children on roll	31
Name of provider	
Date of previous inspection	09/10/2013
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, which are usually the childminder's 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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