

Inspection date

27/06/2014

Previous inspection date

01/02/2010

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

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

- The childminder has failed to notify Ofsted of changes to persons living in the household and has not provided the required information to enable suitability checks to be carried out.
- Children are not sufficiently safeguarded because of the childminder's poor knowledge of child protection. The childminder has failed to recognise and minimise the danger from particular hazards and the first-aid requirements are not met.
- The childminder's assessments of children's progress are not frequent or precise enough to help her to plan challenging activities using age-appropriate resources. The progress check for children between the ages of two and three years is also inaccurate. The lack of resources also limits children's ability to initiate purposeful play.
- Parents are not provided with sufficient information about their child's time at the setting or their children's progress and next steps for learning. Consequently, there is a lack of a shared and consistent approach. Neither does the childminder develop links with other providers to ensure there is continuity of care and learning.

It has the following strengths

- Children feel secure because of strong attachments with the childminder.

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 and care routines in the lounge, playroom and kitchen.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection, and carried out a joint observation with the childminder.
- The inspector looked at a selection of policies and documentation, including children's records of learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three adult children, her daughter-in-law and two-month-old grandchild in the Manningham area of Bradford. The whole ground floor of the house and the enclosed rear garden are used for childminding. The childminder attends groups and visits local shops, the library and parks on a regular basis. Currently, there is one child on roll in the early years age group, who attends for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- ensure that information is provided to Ofsted so that the suitability of every person aged 16 years and over who lives on the premises on which the childcare is provided can be checked
- obtain a current paediatric first-aid certificate that is local authority approved and relevant for workers caring for children, in order to be able to respond appropriately to minor and major accidents or incidents
- develop an up-to-date knowledge of child protection issues, including having regard to the statutory guidance 'Working Together to Safeguard Children', in order to confidently identify possible signs of abuse or neglect and respond promptly to such concerns
- implement a policy and procedure to safeguard children which is in line with the guidance and procedures of the relevant Local Safeguarding Children Board and which includes an explanation of the action to be taken in the event of an allegation being made against the childminder or a family member, and also covers the use of mobile phones and cameras in the home
- ensure there are clear and well-understood policy and procedures for assessing any risks to children's safety, review risk assessments regularly and take action to minimise hazards to promote children's welfare
- ensure that an accurate record is maintained of accidents or injuries, in order to promote the efficient and safe management of the childminding service and promote children's welfare
- consider children's individual needs, interests and stage of development by undertaking regular and precise observations and assessments, and planning challenging and enjoyable experiences across all areas of learning and development, and extend the range of resources to support children's learning
- develop knowledge and understanding of observing and assessing children's progress so that their learning can be better supported, and accurate information can be used to write the progress check carried out for children between the ages of two and three years
- develop a shared and consistent approach to children's care and learning by informing parents about how the Early Years Foundation Stage is delivered in the setting, discussing their child's progress and development, including how they can

support learning at home, and by developing partnership working with other providers

- ensure that each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities, in order to fully support children's all-round learning and development.

Inspection judgements

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

The childminder has an inadequate understanding of the learning and development requirements. Consequently, she does not provide a broad and balanced curriculum across the seven areas of learning through purposeful planning, and does not provide a mix of adult-led and child-initiated activities which support children's development. Observation and assessment arrangements, including identifying what children know and can do on entry, are of poor quality. They are not carried out frequently enough to help the childminder identify or plan for what the children need to do next in their learning. This is because the childminder has a poor knowledge of what children should be able to do at different ages. Consequently, her ability to identify what progress children are making and support them further to progress systematically and robustly is limited. This means she is less able to identify where early intervention is required when children are not working within expected levels. Weaknesses in the assessment processes extend to the progress check carried out for children between the ages of two and three years. The childminder has completed this check for children before they are two-years-old; she does not understand how it can be used to help inform other professionals' assessments, and she has not shared this check with parents. As a result of the childminder's insufficient knowledge, parents are not accurately informed about their child's progress, and strategies for engaging them in their child's learning and development are weak.. Consequently, there is a lack of a shared and consistent approach, in order to help children make the best progress they can.

Children are left alone to explore and they learn some skills through self-initiated play. For example, they access the toy telephone, showing imagination, and enjoy looking at books, lifting up the flaps to see what is underneath, with appropriate encouragement from the childminder. As the childminder sits alongside children, she appropriately asks questions to adequately extend their learning. For example, as children attempt to complete a basic inset puzzle, the childminder encourages them to turn the pieces around, helping them to learn some early problem solving skills. However, despite the childminder's positive interaction, children soon lose interest and wander around frequently. This is because the majority of toys are more appropriate to a much younger age group. Therefore, they do not motivate or support children in moving on to their next stages of development. Consequently, children are not consistently being supported to move on in their next stages in learning. For example, children cannot move on to try more difficult puzzles or build more complex models with construction toys.

A particular aspect of children's development that the childminder does support well is their speech. For example, she continually talks about what she and they are doing during care routines and as they play, helping them link words to actions. Consequently, children are beginning to string words together to form simple sentences and express themselves. They enjoy interacting with the childminder's baby grandchild and reflect their experiences through basic role play. For example, they pretend to take a doll for a walk in their own pram and place it on the activity mat under a play gym.

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

As a result of the childminder's lack of understanding of safeguarding she does not sufficiently promote children's well-being. This is with regard to her poor knowledge of child protection arrangements, notifications that must be made to Ofsted, ensuring the suitability of adults, and risk assessments. The childminder does, however, help children develop close bonds with her because of an appropriate settling-in process. This is reflected in how children positively respond to her and readily approach her. Where they are a little upset, the childminder offers warm reassurance and a cuddle. During the settling-in period, there is close consultation with parents about children's home routines and their likes and dislikes. This means there is some continuity of care, which fosters children's sense of security. Where children are bilingual, the childminder uses phrases in their home language when they first arrive. This encourages their use of language familiar to them, helps them to feel secure and develop a sense of belonging. However, due to a lack of ongoing communication with other providers where there is shared care, children's emotional well-being is not supported enough as they move between settings. As a result children were upset by a recent move to a new setting.

The childminder displays posters and sets toys out in a designated playroom in order to create a welcoming environment. Children's independence and self-care skills are satisfactorily supported. For example, they can choose what they want to play with because resources are accessible, although the range is limited in meeting their individual needs and promoting sufficient levels of challenge. Children are sociable with the childminder and other adults. The childminder takes them to toddler groups to foster their developing social skills further as they mix with other children. The childminder uses adequate strategies to help children develop an awareness of boundaries and appropriate expectations for behaviour.

The arrangements for promoting children's all-round good health are inadequate because of poor first-aid procedures. The childminder does, however, provide home-cooked meals and offers fruit and vegetables. This appropriately contributes to some aspects of helping children to be healthy by encouraging them to make good choices about what they eat from an early age. Children benefit from fresh air and exercise through daily outdoor play. This includes playing in the childminder's garden and visiting local parks. By using different types of apparatus, children develop confidence in their large physical skills and learn about early risk taking.

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

The childminder has a poor knowledge and understanding of the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. Consequently, she fails to meet a number of legal requirements, which has a significant impact on children's safety and well-being and their progress. These failures mean that there are also breaches of legal requirements of the Childcare Register. The childminder has an insufficient understanding of notifying Ofsted of changes to people living in the premises and ensuring that appropriate Disclosure and Barring Service checks are completed. Consequently, the suitability of such persons has not been determined. This means that children are not protected. The childminder has, however, ensured that any of her children reaching the age of 16 years have been subject to vetting arrangements. The childminder has inadequate child protection knowledge, in order to safeguard children in her care without delay. She lacks awareness of, and does not have regard for any government statutory guidance, including what to do should any allegations be made about her or household members. She does not have an adequate policy or procedure to safeguard children, in line with the guidance and procedures of the Local Safeguarding Children Board. Neither does she have a policy about the use of mobile phones and cameras in her home. The childminder does not hold a current paediatric first-aid certificate. This expired in March 2012 and there have been inadequate attempts to renew this. Consequently, the childminder cannot effectively safeguard children in her care and she does not deal with minor accidents adequately. In addition, records of such accidents do not contain sufficient information, particularly about any treatment, in order to promote children's welfare. Other required records are maintained appropriately to promote the efficient and safe management of the childminding service, such as children's attendance. Risk assessments are not robust enough to support the childminder to keep children safe. This is because some hazardous substances, such as washing detergents, are kept in an accessible low-level cupboard, and sharp knives are not always kept out of reach. Other hazards have been identified and minimised appropriately. For example, the home and garden are secure, which prevents unauthorised access and ensures children cannot leave unsupervised.

The childminder does not monitor or review her practice; she is unaware of, and has not implemented the current early years framework. Consequently, she has failed to identify key weaknesses in her childminding practice and is not sufficiently ambitious about developing her provision. For example, she does not build on the variety of toys she provides as children develop, in order to support their progress. As a result, she does not improve children's achievements over time. Because the childminder has a poor knowledge and understanding of the learning and development requirements, she does not monitor the educational programmes or assessments. This prevents her from providing a broad and balanced curriculum and ensuring that children are supported appropriately in their progress towards the early learning goals.

The childminder forms suitable relationships with parents in order to find out about children's individual care needs. Parents are adequately informed about the childminding service when their children enrol, in order for them to make an informed choice about their children's care. However, they are not adequately informed about the Early Years Foundation Stage as a result of the childminder's insufficient understanding of this. There are daily friendly face-to-face exchanges with parents, which keep them updated about

what their children do and care routines. However, information-sharing about children's learning and development is insufficient because of the childminder's lack of knowledge. Parents do, however, express complimentary views about the childminder and her service. They comment on the warm home-from-home environment, how cultural values are respected, the childminder's warm and loving nature and the secure attachments made with her and other family members. The childminder has an insufficient understanding of the requirement to link with providers where children attend other settings. This prevents her from gaining a full picture of all of a child's achievements, in order to complement their learning fully, and from balancing children's experiences with those in other settings.

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 that any person having unsupervised contact with children is suitable to be in regular contact with children, and an enhanced Disclosure and Barring Service check has been obtained in respect of that person (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid qualification is held (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep an accurate record of accidents which occur on the premises and retain such records for a period of two years (compulsory part of the Childcare Register)
- make copies of the written statements of safeguarding procedures and complaints procedures available to parents, as well as Ofsted's address (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (compulsory part of the Childcare Register).
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children, and an enhanced Disclosure and Barring Service

check has been obtained in respect of that person (voluntary part of the Childcare Register)

- ensure that an appropriate first-aid qualification is held (voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep an accurate record of accidents which occur on the premises and retain such records for a period of two years (voluntary part of the Childcare Register)
- make copies of the written statements of safeguarding procedures and complaints procedures available to parents, as well as Ofsted's address and the registration system for the voluntary part of the Childcare Register (voluntary part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (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	EY398352
Local authority	Bradford
Inspection number	875102
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	01/02/2010
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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