

Inspection date	07/08/2014
Previous inspection date	01/11/2011

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

- Children are inadequately safeguarded. The childminder has failed to keep first-aid training up to date or to identify and minimise potential hazards or unsafe practices relating to babies' care routines and their supervision.
- 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, in order to make sure that children are protected.
- The childminder does not know how to manage the behaviour of some children appropriately. This has a negative impact on other minded children's learning and development and their personal, social and emotional development, including the levels of attention they receive.
- The childminder does not provide a sufficient enough range of age-appropriate and stimulating toys for babies, which hinders their learning and development.

It has the following strengths

- Resources and activities are organised well to promote the learning of older, more able children.
- Children feel secure because there is a consistent approach to their care. This is the result of close partnership working with parents, both during the settling-in period and throughout the child's time 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, bathroom, bedroom, kitchen diner and outdoor learning environment.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a selection of policies, documentation and children's records.
- The inspector checked evidence of the suitability of the childminder and household members.

Inspector

Rachel Ayo

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and a four-year-old child in a house in the Baildon area of Bradford. The childminder uses the whole of the premises and an enclosed garden for childminding. The childminder has a cat and two rabbits as pets. Currently, there are two children on roll, both of whom are in the early years age group and attend on a part-time basis. The childminder offers care all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

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
- ensure that a current paediatric first-aid certificate that is relevant for workers caring for children is completed by no later than the end of November 2014, in order to be able to respond appropriately to accidents, injuries or illness and promote children's welfare
- ensure that the risk assessment takes into consideration all potential hazards in the environment and unsafe care practices, in order to promote children's safety and welfare
- ensure that children are within sight or hearing at all times, in order to ensure their safety
- ensure that appropriate behaviour management strategies are used with all children, in order to build all minded children's self-esteem and confidence and ensure they feel safe and secure, and to create a harmonious environment where all children are treated with equal concern and receive fair levels of attention and support
- review and improve the organisation of the environment and resources for babies, in order to ensure they take part in stimulating and challenging play experiences that meet their individual needs, interests and stage of development, and support their play, exploration and active learning.

Inspection judgements

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

Overall, the teaching is inadequate because not all children, and particularly babies, benefit from a consistent level of teaching and support. The childminder provides challenging and enjoyable activities that promote the learning and development of older, more able children and helps them develop skills for future learning. She takes note of their interests and follows their ideas and suggestions, such as making a frog collage, after they observe, and talk about the frog in the childminder's pond. However, the childminder does not provide enough age-appropriate activities or toys for babies. This means she does not help them to develop the characteristics of effective learning by providing opportunities for babies to readily explore and investigate. This includes there being a lack of sensory objects, media and materials that ignite babies' natural curiosity, inquisitiveness and imagination. For example, the childminder brings an imaginative sea life small world activity outside for babies when they wake from a nap. However, although a lovely resource for older, more able children, this is too advanced for babies and includes things which are inappropriate for them to put in their mouth. The childminder fails to recognise that babies are at this stage of development and therefore, need to be provided with things that are safe for them to explore without being inhibited. After recognising the lack of success with the activity the childminder gives babies some appropriate toys, although, these are very limited in their range. For example, the childminder shows babies how to create sounds by hitting the wooden xylophone and they imitate this. However, this learning is then frequently disrupted because the childminder's attention is diverted to other older children whose unwanted behaviour is not always managed effectively.

The childminder is currently establishing children's starting points for learning as they are very new to the setting. This enables her to find out what children already know and can do, in order to plan for their future learning through ongoing observation and assessment. She has a secure understanding of ensuring a two-way flow of information with parents, in order to promote a shared and consistent approach to helping children make the best progress they can.

Older, more able children enjoy playing in the garden as they take part in a fishing game, practising their hand eye coordination as they hook the foam fish using the rod. The childminder supports their early mathematical skills as she asks how many fish they have caught, and whether they can recognise the numbers labelled on the fish. This is developed further as children build a train track, learning about shape and space. The childminder helps them to learn new skills as she supports them in the use of hand-held technology toys. Babies do explore the older, more able children's toys and plastic animals, although, these have limited learning potential to them. For example, they observe circular objects; as these roll by accident. Babies are intrigued and attempt to copy adults who play a rolling game. Babies do, however, learn about early problem solving and how to operate simple equipment. For example, they explore cause and effect toys, although, they soon lose interest because the childminder directs most of her attention to the other children.

The childminder supports children's skills in early reading and writing. For example, she creates an environment rich in print and provides opportunities for children to recognise their name at lunchtime, helping them link sounds to letters. Older, more able children enjoy listening to stories, which the childminder reads enthusiastically to engage their interest. The childminder talks to children during care routines and as they play, which supports their communication. For example, she describes what she is doing with babies, helping them to link words to actions. She provides more complex vocabulary to older, more able children, in order to extend their use of words and language. For example, as she talks about the process of the peas growing.

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 insufficient knowledge of notifications that must be made to Ofsted, her failure to maintain a first-aid certificate and a lack of effective risk assessment. This relates particularly to hazards not being fully identified and minimised, and the lack of care with regard to the safety of babies when they are being fed or taking a nap.

The childminder does, however, help children develop close bonds with her because of the effective settling-in process. This is reflected in how children positively respond to her and readily approach her. There is close consultation with parents during this time, in order for the childminder to find out about children's individual needs and to implement consistent routines. For example, parents are asked to provide information using an All about me document. Consequently, this helps babies, in particular, to develop a sense of security. Furthermore, the childminder has a secure understanding of how to support children's transition as they move between settings, in order to foster their continued sense of security. The childminder frequently offers praise and encouragement, which encourages children to persevere, and builds their confidence and self-esteem. However, some children's behaviour is not managed effectively and this impacts on the other children attending. For example, there are times when younger children receive less attention or support because the childminder is busy dealing with the unwanted behaviour of others. Furthermore, as a result of the loud background noise of the radio, which the childminder explains that particular children enjoy, this has a negative impact on the safety of sleeping babies, as they cannot be heard. This is because they sleep in a first floor bedroom and no baby monitor is used.

Other aspects of practice are sound. For example, children are encouraged to learn about making positive healthy lifestyle choices from an early age. They are provided with nutritious meals and snacks, selecting what they would like to put in their sandwich from a range of healthy options. Children's understanding is reinforced as they learn about where food comes from. For example, they observe the peas growing in the childminder's garden and the childminder explains why these are not ready to eat yet. Older, more able children readily help themselves to drinking water and babies are offered a drink frequently, especially when the childminder notices their nappy is dry. Free access to the garden

enables children to benefit from fresh air and exercise. Furthermore, they learn about the effects of exercise on their bodies as they practise their large physical skills when they use the trampoline. Children's use of such equipment additionally helps them to learn about risk taking and keeping themselves safe.

The childminder creates a welcoming and well-resourced environment for older, more able children as she displays posters and organises a broad selection of toys in low-level, labelled storage tubs and baskets. This is enhanced by an interesting home corner role-play area, set up in a cupboard space under the stairs. This enables older, more able children to make choices about what they would like to play with, thus developing their independence. However, space and resources are not used well enough to support babies' learning and ability to initiate their own play as they crawl around. Older, more able children's self-care skills are supported well, for example, as they help prepare their own lunch. As they do so, they have opportunities to practise their small physical skills as they attempt to spread the butter on the bread. Babies' developing independence is promoted appropriately during mealtimes. For example, the childminder gives them a spoon, enabling them to have a go at eating their yoghurt, as she helps to feed them. Older, more able children have satisfactory levels of confidence as they play alongside their peers and follow the suggestions made by them, such as making a pond for the fishing game. They appropriately learn about turn taking as they share resources, such as hand held technological toys.

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

The childminder has an insufficient knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and of some aspects of the learning and development requirements. Consequently, she fails to meet a number of legal requirements, which has a negative impact on children's safety and well-being and their progress. These failures mean that there are also breaches in the legal requirements of the Childcare Register.

The childminder has an insufficient understanding of her responsibility to notify Ofsted of changes to people living in the premises, in order to ensure 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 does not hold a current, paediatric first-aid certificate. This expired some time ago and the childminder has not made sufficient attempts to renew it. Consequently, the childminder cannot effectively safeguard children in her care. At the time of the inspection, the childminder did book on to a course; although, this is not due to take place until November. The childminder has, however, also been placed on the local authority waiting list for an earlier course, should one become available. Risk assessments are not robust enough to support the childminder to keep children safe. Hazardous substances, such as washing detergents and cleaning materials, are kept in an accessible, low-level cupboard, and cat food and sharp utensils are not kept out of reach. In addition, inappropriate resources are given to babies. This includes small pieces of gravel that babies put in their

mouth. The safety of babies during particular care routines is also not considered well enough by the childminder. For example, although the childminder undertakes regular visual checks on babies sleeping on the first floor, they are not within hearing at all times when the childminder is in the garden. This is because the childminder does not use equipment, such as a baby monitor, and has a radio playing loudly in the garden. Furthermore, as babies show they do not want to eat their lunch and become upset, the childminder continues to feed them. Although, this is only for a short while, the childminder does not show a sufficient understanding of this posing a choking hazard. Other hazards, however, have been identified and minimised appropriately. For example, the garden and home are secure, a safety net helps children to stay safe as they use the trampoline and there are robust systems in place for ensuring children have no access to the garden pond. The childminder has a suitable understanding of possible signs of abuse or neglect and knows how to seek advice or refer on any concerns of a child protection nature. This, in some respects, contributes to safeguarding children.

The childminder does not sufficiently monitor or review her practice. 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 give enough consideration to the range of toys she provides, in order to support babies' learning and development. As a result, she does not improve children's achievements over time. As children currently on roll are new to the setting, observation, assessment and planning are in the early stages. However, the childminder does have a tracking document in place that enables her to monitor her assessments and children's development. This helps her to ensure that children's progress towards the early learning goals can be monitored and early intervention can be ensured if they are not working within expected development levels.

The childminder forms positive relationships with parents, in order to find out about children's individual care needs, home routines and their likes and dislikes. Parents are appropriately informed about the childminding service when their children enrol, in order for them to make an informed choice about their children's care. Furthermore, information sharing about children's care and learning is successfully achieved through face-to-face exchanges and a written document. There are daily, friendly, face-to-face exchanges with parents, which keep them updated about what their children do and their care routines. Where children are due to start nursery, the childminder has a secure understanding of the requirement to form effective links with the new provider. This means that relevant information about the care and learning that takes place in both settings is shared successfully, and children benefit from continuity and complimentary experiences.

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:**

- 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 and the name date of birth, address and telephone number of any person working with children
- 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 maintained at all times (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (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 and the name date of birth, address and telephone number of any person working with children (voluntary 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 maintained at all times (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY425072
Local authority	Bradford
Inspection number	870225
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	01/11/2011
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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