



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	18.11.21	Previous Inspection date:	N/A
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The quality and standards of the Early Years provision:	This inspection:	GOOD	2
	Previous inspection:	N/A	
Quality of Education		GOOD	2
Behaviour and attitudes		GOOD	2
Personal development		GOOD	2
Leadership and Management		GOOD	2

What is it like to attend this early years setting?

This provision is: Good

The childminder has created a setting that is clean, safe and secure for children to play in. She is attentive, kind and caring and eagerly joins in with the children's play. Children form secure relationships with the childminder; they are happy and confident, and enjoy their time at the setting.

The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. She uses this information to plan for children's individual learning. She uses her knowledge and observations of the children to plan activities that they will enjoy and that will help develop their skills. The childminder sets out activities with well prepared resources that successfully entices children to take part.

Children spend a great deal of time outside in the childminder's extensive garden. They take part in numerous activities and have access to an array of facilities that promote their physical development. Active learning also takes place within the home as the childminder regularly plans sessions of baby yoga to encourage the children to feel relaxed and to support their emotional well-being.

Since the start of the COVID-19 (coronavirus) pandemic, the childminder has adapted some of her practices to help keep families that attend her setting safe. She has consistent protocols, such as hand sanitising and limited visitors, to help prevent the spread of the virus.

What does the early years setting do well and what does it need to do better?

- The childminder has made considerable improvements to her setting over the last year, this includes the building of a sensory garden where the children can enjoy



planting, growing and eating their own vegetables and discovering the intricacies of a bug hotel. She sets out a clear vision for the setting and effectively implements this alongside her co-childminder and assistant. As a result, there is a child-centred, play-based approach at the heart of this childminder's provision.

- The childminder's observations and knowledge of children helps her to support them to make good progress in their learning. She understands what the children can do, what they need to learn next and offers good experiences for children to support their learning and development across the Early Years curriculum.
- Although the childminder is providing an effective provision that is supporting the development of children, she needs to further develop her use of summative assessment and ensure that she is accurately reporting the children's progress to their parents.
- The childminder is successfully preparing children for the next stage in their learning, particularly for those preparing for school. She uses a self-registration system to encourage children to read their own names and put away their own coats. Embedded in the activity plans are plenty of opportunities for children to develop their listening and language skills and to play alongside other children.
- Parents report positively about the childminder's caring and nurturing approach. They comment that their children have developed interests, such as singing and counting, since starting at the setting.
- Children learn about equality and diversity. The childminder provides children with a good range of resources that includes multicultural dolls. She is passionate about ensuring all children, including those with special educational needs and/or disabilities have the same opportunities and experiences and she has recently undertaken further training in SEND. She talks to the children about the differences between people and the importance of being kind.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. The childminder has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature.

What does the setting need to do to improve?

- Undertake appropriate training and professional development opportunities to enhance knowledge across the EYFS and stay up to date with changes to the curriculum
- Improve assessment reports, including 2 year checks, so that children's progress across the areas of learning is precisely identified and parents are accurately informed of their children's development



Inspection Activities	
<ul style="list-style-type: none"> • The inspector observed the interactions between the childminder and the children. • The inspector spoke to the childminder about the activities she plans and how they benefit children's development. • The inspector observed the quality of teaching and the curriculum during activities and assessed the impact of this on children's learning and progress. • A range of documentation was looked at, including safeguarding policies, training certificates and children's learning journeys. • The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making. • The inspector held a discussion with parents to assess how well the childminder shares information. 	

Name of Childminder	Karen Chapman
Registration Number	SCA170036
Type of provision (CM at home/50% non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Early Years and Childcare Register
Local Authority/Postcode	Suffolk
Childminder Agency Inspector	Clare Faulkner
Date of previous inspection	N/A
Number of children on roll	14

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