



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	16/7/26	Previous Inspection Date:	13/10/25
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The quality and standards of the Early Years provision:	Previous Inspection
	Inadequate

Evaluation areas;	Grade awarded
Safeguarding	MET
Inclusion	EXPECTED STANDARD
Curriculum and teaching	EXPECTED STANDARD
Achievement	EXPECTED STANDARD
Behaviours, attitudes and establishing routines	EXPECTED STANDARD
Children's welfare and well-being	EXPECTED STANDARD
Leadership and governance	EXPECTED STANDARD

What is it like to be a child at this setting

Children are happy and comfortable in the childminder's care. She provides a safe and welcoming environment where children develop strong and trusting relationships. The childminder encourages children to use please and thank you during conversations and consequently, children learn good manners and use these during their ongoing communication.

Children make continuous progress in their learning. For example, they become increasingly independent and develop their listening and communication skills in preparation for school.

Children experience a vast range of activities and experiences at the setting. For example, they go on outings in the local community, visit groups, such as gymnastics, and explore a range of play and learning opportunities within the setting. The childminder sets clear and appropriate next steps in learning and monitors children's progress closely. This supports their continuous progress and learning.

Safeguarding

Grade MET



All safeguarding standards are met. This means; the childminder demonstrates a strong knowledge of safeguarding procedures for the setting and knows how to keep children safe. There is a positive safeguarding culture across the setting.
Inclusion
Grade EXPECTED STANDARD
The childminder identifies barriers to children's learning swiftly. This is mostly due to the high-quality partnerships she develops with parents from the very beginning. For example, the childminder takes time to gather lots of information from parents prior to children starting. This helps her to get to know families effectively and understand children's individual needs. Additionally, where barriers to children's learning are identified, the childminder ensures relevant support for children and families is offered. Where additional support is required, the childminder ensures learning opportunities are meaningful and support children's next steps in learning. For example, they provide opportunities to develop children's speech and language skills through singing, reading and conversations. This helps children who speak English as an additional language, make progress in their learning. Where additional funding is received, the childminder understands how this must be allocated to support children's individual needs and learning.
Curriculum and teaching
Grade EXPECTED STANDARD
The childminder provides a vast range of learning opportunities and experiences. Children develop their gross motor skills through a range of activities in the garden. For example, they enjoy painting on the large black board, using large arm movements and core strength. Younger babies thoroughly enjoy exploring and watching the large bubbles. They watch with awe and wonder as bubbles float above them. Additionally, they are given opportunities to explore and experiment with the bubble wands and mixture, attempting to make their own bubbles with the help of the childminder. That said, the childminder does not always arrange and organise routine transitions well enough that support younger children in the group. For example, mealtimes and getting ready for outdoor play can take extended periods of time and this impacts on the learning taking place.
Achievement
Grade EXPECTED STANDARD
Children develop the skills they need in preparation for school. For example, they become increasingly independent and carry out tasks for themselves from a young age. Toddlers confidently find their own drinks and belongings, feed themselves and make choices about their play and learning. Older children carry out personal hygiene routines by themselves,

such as using the toilet, washing their hands and putting on their own sunscreen. This helps to prepare children for their next stage of learning, particularly school.

Typically, children receive opportunities to develop their speech and language development. For example, they join in conversations with the childminder and her assistant throughout their play and enjoy sharing their ideas and experiences.

Behaviours, attitudes and establishing routines

Grade EXPECTED STANDARD

Children are kind to their peers and listen carefully to everyone at the setting. Younger children receive the childminder's support to develop their sharing and turn taking skills and this is evident as older children demonstrate these skills independently.

Older children take responsibility and pride in helping their younger peers. For example, they invite them to join play, pass them resources and help them carry out simple tasks. Children begin to develop a sense of worth and high levels of self-esteem.

Older children demonstrate positive engagement and attention skills. This helps them learn more and consistently make progress in their learning and development.

Children's welfare and well-being

Grade EXPECTED STANDARD

Children learn about growth and decay as they plant seeds and care for the growing plants. They grow a range of fruit, vegetables, flowers and herbs which they are then able to explore and use during their play and learning opportunities. This helps them develop a wider understanding of the world, in particular, about living things and life cycles.

The childminder promotes children's good manners and social skills during meal times. For example, children are encouraged to use please and thank you. Additionally, the childminder and children engage in conversations during mealtimes, talking about their ideas and experiences.

Children at the setting have close and trusting relationships with the childminder. For example, they look to her for comfort and reassurance. The childminder is responsive to children's needs, and this helps children develop their sense of trust and safety in the childminder's care.

Leadership and governance

Grade EXPECTED STANDARD

The childminder is working hard to make improvements to her setting. For example, she is focusing on keeping relevant paperwork, documentation and training up to date. This is having a positive impact on the leadership of the setting. The childminder is attending some training to enhance her own skills and knowledge and extend the provision at the



setting. However, she has not yet achieved the required hours of training in line with her SCA registration.

The childminder engages in reflective discussions with her assistants to promote support and guidance where needed. However, this is not yet established well-enough to support fast and precise improvement across the whole setting.

The childminder has positive relationships with parents. For example, she spends time with parents prior to children starting, to build trusting and positive partnerships. Additionally, she shares regular information with parents to help keep them up to date with children's learning and progress. Regular feedback is given and advice on how to continue children's learning at home, is shared. This supports children's continued progress and learning.

Prioritises for Improvement

Curriculum and teaching
Grade EXPECTED STANDARD
Next step - The childminder should further develop the organisation of transitions during daily routines to ensure children access continued learning opportunities.
Leadership and governance
Grade EXPECTED STANDARD
Next step - The childminder should develop the supervision of staff further to support staffs continuously professional development.



Name of Childminder	Jassy Dulaic
Registration Number	SCA170037
Type of Provision (CM at home/50% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Norfolk
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	13/10/25
Number of children on roll	27

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