



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	18/10/23	Previous Inspection Date:	6/10/22
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
Quality of Education	Good	Good	
Behaviour and Attitudes	Good	Good	
Personal Development	Good	Good	
Leadership and Management	Good	Good	

What is it like to attend this Early Years Setting?

The co-childminders work in collaboration together to create a warm and welcoming environment. For instance, on arrival children happily separate from their parents/carers at the door as they are greeted by the energetic childminders. Children quickly settle and engage in their play. Children demonstrate that they feel happy and safe as they freely explore the resources that are on offer.

Children behave well during their time at the setting. The atmosphere is calm as children engage in their learning and play with each other. They are polite and helpful. For example, children readily offer to help the childminder set up the table ready for mealtimes. They are eager and enjoy the responsibility of completing small tasks as the childminder praises and thanks them. Relationships between the childminders and children is respectful and positive.

The childminders work well together to implement a well-designed curriculum that meets the needs of children in their care. They have high expectations for all, including those with special educational needs and/or disabilities (SEND). For instance, the childminders work in partnership with parents to arrange meetings at the setting for outside agencies to attend. This ensures consistency in care and education between the home and setting

What does the Early Years Setting do well, and what does it need to improve on?

The childminder and her co childminder plan a curriculum that effectively plans around children's current interests well. For example, children discovered a hedgehog hibernating in the garden, they were excited and curious to learn about their new visitor. The childminder planned further activities to support the children's knowledge as they learned all about hedgehogs. Age-appropriate stories were shared, and older children used the internet safely to do further research. Children's knowledge is successfully embedded across the seven areas of the early year's foundation stage. This ensures that they are more than ready for their next stage of learning, especially school.

The childminder and her co childminder regularly track children's development to ensure that continued progress is made. They have the same ambitions for all children, including those with SEND. However, they are sometimes unclear on the correct processes that they need to follow to access specialist support and/or additional funding. This could impact on the outcomes for children that may need additional interventions to enable them to reach their full potential.

The childminder, co childminder and their assistant have high expectations for children's conduct and behaviour. Children are kind and caring towards each other. For instance, during a mealtime one of the children chose not to sit with their friends to eat. Another child instinctively asked staff if the child would like some of the fruit that they had. Children show genuine care and concern for each other. Staff are consistently good role models which impacts positively on children's development as they learn how to manage their own feelings and behaviour.

The childminder, co childminder and their assistant promote children's resilience, confidence, and independence well. Children learn how to manage risk and keep themselves safe. For example, they use real tools such as screwdrivers, tape measures, hammers, and nails safely. The childminder's assistant clearly explains the rules to children, who listen and respond positively. Their language and knowledge is successfully extended as children lead their own learning through play whilst being supported through quality interactions that take place consistently.

The childminder and co childminder ensure that all policies and procedures are implemented and shared consistently with their assistant and parents. Parents share positive feedback about their experiences about the care and education their children receive whilst in their care. Children's progress is shared with parents through an online platform, however the childminder and co childminder do not know whether these are accessed successfully by parents. This does not secure consistency in education between the home and setting.

The childminder has recently completed training to ensure that she follows safer recruitment guidelines when employing new staff. She carries out regular checks to ensure the ongoing suitability of her co workers to ensure the safety of children. They fulfil their statutory duties.

Safeguarding

The childminder understands fully her duty to protect children in her care. She can confidently discuss a wide range of safeguarding and child protection issues that may impact on children or families in her care such as signs of abuse and neglect, domestic violence, and county lines. She has a very good understanding of who and when to refer to if she thought a child was at risk of further harm or abuse. The childminder implements robust risk assessments both inside and outside of her property, which is safe and secure for children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should/must:

Improve knowledge and understanding around accessing SEND support and funding pathways.

Strengthen information sharing with parents so they understand/and or know what their children's next steps are to ensure continuity in care and education.

Inspection Activities

The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

The childminder spoke to the inspector about their intentions for children's learning.

The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

The childminder provided the inspector with a sample of key documentation on request.



Name of Childminder	Karen Chapman
Registration Number	SCA170036
Type of Provision (CM at home/50% non-domestic premises)	Co childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	EYR CCR
Local Authority	Norfolk
Childminder Agency Inspector	Nicola Webb
Date of previous Inspection	6/10/22
Number of children on roll	21

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