



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	21.06.24	Previous Inspection Date:	18.10.23
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	GOOD	GOOD	
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 childminder works alongside her co-childminder and provides a welcoming environment where children have multiple opportunities to grow in confidence. For example, children have their own peg labels throughout the setting to enable them to carry out tasks independently. The childminder promotes children's confidence and self-esteem during daily routines at the setting. She gives children responsibilities, such as, helper of the day to help them feel valued and develop a sense of belonging. Children enjoy helping and demonstrate this when they sweep up after lunch.

Children are respectful of each other. They often play in groups and sit together during meal times. The childminder encourages children to talk to their peers and respect each other's personal space. Children listen carefully to each other, demonstrating kindness and understanding of others.

The childminder has developed good working partnerships with parents. She regularly shares information via an online app to update parents on children's progress. Parents find these updates helpful and informative. Parents provide excellent feedback for the setting. They say children are very happy to attend and look forward to seeing the childminder each morning. Parents say the childminder is very supportive and ensures new routines are followed to provide consistency for children.

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

The childminder is passionate about children leading their own learning to enhance their concentration and engagement. She provides multiple learning opportunities each day that follow children's interests and extends on what they already know and can do. The



childminder provides two large outdoor areas that children access in all weathers. She makes sure children are given a range of learning opportunities to ensure all children benefit from outdoor learning. This includes lots of physical opportunities to develop both gross and fine motor skills.

The childminder is supportive and respectful of children's needs. She monitors children's progress to identify any areas that require additional support. She seeks advice from other professionals to ensure children's progress is well supported and therefore, all children continue to learn.

The childminder provides children with iPads to access different games. She ensures games are age-appropriate and monitors children's use. However, she does not extend on this further to teach children how to use the internet safely or share this information with parents to support children safety at home.

Children are provided with opportunities to develop their physical skills. For instance, children enjoy riding the push along cars around the garden. The childminder extends on children's learning using pretend signs to help children understand road safety. Children listen carefully and follow her instructions well.

The childminder provides children with a large outdoor space that provides inviting and interesting learning opportunities. She demonstrates her good knowledge of how to support children with special educational needs and/or disabilities. She provides swings for children to use for self-regulation and uses funding to provide areas, such as, soft play to support children's needs further. She demonstrates her passionate and dedication by implementing plans to provide high levels of support and care for all children.

The childminder allows children to take risks and is always close by to keep children safe. However, she does not use these opportunities to fully extend children's knowledge and understanding. For example, children do not fully know how to keep themselves safe or how to identify risks themselves.

The childminder has excellent relationships with the local school and early years settings. She ensures information is shared with teachers to provide support during children's transition periods to a new setting. The childminder has a good level of communication with other early years settings that children attend. They share information and work together to complete important progress reports to ensure there is consistency in children's learning. Therefore, children are well supported and make good progress.

Safeguarding

The childminder has a good knowledge of safeguarding young children and is confident to identify signs of abuse. She knows who to contact if she has concerns about a child as well as the importance of good working relationships with all families. Therefore, children are well protected in the setting and the childminder provides a safe environment.

The childminder understands her responsibilities for reporting any allegations made against a member of her household and has contact details for the relevant agencies stored at the setting. She understands the importance of teaching all adults within the household how to appropriately behave around children and demonstrates an excellent knowledge of how to keep children safe.

What does the setting need to do to improve?

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

Extend on children's knowledge of online safety and share information with parents to help promote online safety at home

Explore training opportunities further to update and extend knowledge and teaching skills to the highest level.

Inspection Activities

- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector talked to the childminder about her curriculum and what she wants children to learn.
- The childminder share relevant documentation with the inspector.
- The inspector spoke to the childminder about how she supports children with special educational needs and/or disabilities.



Name of Childminder	Karen Chapman
Registration Number	SCA170036
Type of Provision (CM at home/50% non-domestic premises)	Co-Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Norfolk
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	18.10.23
Number of children on roll	24

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