



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	25/3/26	Previous Inspection Date:	12/09/24
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The quality and standards of the Early Years provision:	Previous Inspection
	GOOD

Evaluation areas;	Grade awarded
Safeguarding	MET
Inclusion	STRONG 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 at the setting are happy and settled in the childminders care. She promotes positive relationships, helping children to develop a sense of belonging and value. Children achieve well from their starting points and make steady progress. The childminders teaching and close monitoring of children’s progress, particularly those facing barriers to their learning, ensures children’s progress is quick and that gaps in learning are reduced. The childminder’s excellent partnership working with both other professionals and parents has a positive impact on the outcomes for children.

The experiences children receive at the setting make a noticeable difference. For example, parents share that children receive learning opportunities and outings at the setting, that they would otherwise not receive.

Children begin to develop their imaginative play through role play and interactions with peers and the childminder. The childminder encourages children to use their imaginations and models conversations and language to extend on what children already know and can do.

The childminder talks to children throughout their play and learning. She extends sentences and uses new words to develop children’s vocabulary. For example, she talks about colours and uses the word ‘similar’ when describing what she can see. Additionally, she attends training that is specific to the needs of the children attending, for instance,



those who speak English as an additional language. This helps children to make excellent progress in their spoken language skills.

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 STRONG STANDARD

Close monitoring and targeted actions mean children make the best possible progress in their learning. Where barriers to learning are identified, learning opportunities and teaching are highly focused on this specific area to help children achieve. The childminder shares relevant information regularly with other professionals. This supports consistency and continuity in children's learning. For example, the childminder engages in conversations with parents and other early years settings, children attend. They plan, together, how to support children to a high standard where delays in learning have occurred. This partnership working and detailed planning supports children to make excellent progress. This means delays in learning and barriers to learning are reduced significantly.

The childminder's secure understanding of how to support children facing barriers to their learning makes a sustained difference to the outcomes for children. Parents share how experiences children receive at the setting make a noticeable difference to their life. The childminder provides learning opportunities and experiences, that children would otherwise not receive.

Curriculum and teaching

Grade EXPECTED STANDARD

The childminder tracks children's learning closely and monitors the progress they make. She plans clear next steps in learning to help children make continued progress in all areas of their development. The childminder has recently introduced self-registration into their morning routine. Children begin to recognise their own name and place their name on display. The childminder repeats letter sounds, developing children's early literacy skills in preparation for school.

Mathematics is incorporated into children's play and learning. The childminder asks questions such as 'how many sugars in your tea?' and 'can you count me three eggs?'. She models counting during children's play and children demonstrate their recognition of numbers and amounts as they recognise how many items they are holding.



The childminder provides a range of outings to various places focusing on children's next steps in learning. For example, children visit role play cafes focusing on social interactions and imaginative play and soft play areas to develop physical skills.

Achievement

Grade EXPECTED STANDARD

Children develop the skills they need for school and their next stage of learning. For example, they learn how to interact with their peers, sharing, taking turns and playing collaboratively together. They become increasingly independent as they learn to carry out tasks for themselves. For example, they wash and dry their own hands, prepare their own snack, get dressed to play outdoors and make choices about their play and learning. Children's skills are extended even further as they learn how to secure zips and buttons.

Children develop their speech and language skills very well. They are confident to engage in conversations and answer open ended questions, sharing their ideas and interests.

Behaviours, attitudes and establishing routines

Grade EXPECTED STANDARD

Children look to the childminder for comfort and reassurance. For example, when they meet new people and visitors to the setting. They demonstrate their sense of trust and safety in her care and enjoy her company. Children are confident to ask for help when needed and this supports positive attitudes towards learning. Children play collaboratively together, sharing and taking turns with resources. Where children need some support that childminder is quick to engage and support children with their interactions.

The childminder uses cues, such as music and songs to support routine and time. For example, children recognise when it is tidy up time when they hear the tidy up song playing aloud. They confidently help the childminder pack away resources, demonstrating their positive attitudes to helping and joining in. Furthermore, the learning opportunities that the childminder provides are exciting and linked to children's interests and learning. Children are excited to find out what the childminder has planned and eager to get started. This demonstrates their positive attitudes and love of learning.

Children's welfare and well-being

Grade EXPECTED STANDARD

Children learn about keeping themselves healthy. The childminder reminds children that it is important to drink water and wash their hands to wash away the germs. Children begin to develop an understanding of the importance of hygiene and safety. Further improvement in this area will help children to develop a deeper understanding of healthy practice.

The childminder provides children with the opportunity to learn about risk and how to stay safe. Children learn to use knives safely as they prepare their own snack and learn



about road safety during outings and walks in the local community. Children confidently share the meaning of traffic lights and know that red means stop.

The childminder provides safe sleeping arrangements for children. For instance, she provides cots and mats, keeping children safe in her care.

Leadership and governance

Grade EXPECTED STANDARD

The childminder uses her self-evaluation form effectively to recognise the strengths and areas for improvement throughout her setting. She uses training opportunities to extend her own knowledge and understanding that impacts positively on the children attending the setting. Further professional development opportunities, inline with SCA requirements, will support the childminder to strengthen her teaching in all areas.

Parents praise the childminders excellent communication. They are kept up to date with children's learning and progress and comment that the childminder always offers advice and support for home learning opportunities.

The childminder is working hard to improve communication with other early years settings children attend. She shares relevant information, regularly, and aims to engage in a two-way sharing of information with other providers.



Prioritises for Improvement

Children’s welfare and well-being
Grade EXPECTED STANDARD
Next step – The childminder should continue to develop her teaching around healthy lifestyles, helping children to develop a deeper understanding of how to keep their bodies healthy.
Leadership and governance
Grade EXPECTED STANDARD
Next step – The childminder should continue to attend training to enhance and embed high quality teaching.

Name of Childminder	Nicola Hutchinson
Registration Number	SCA170057
Type of Provision (CM at home/99% non-domestic premises/CODP/CWDP)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Central Bedfordshire
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	12/09/24
Number of children on roll	11

The Suffolk Childcare Agency (SCA) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

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