



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	17 / 11 / 2025	Previous Inspection Date:	9/4/24
------------------	----------------	---------------------------	--------

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?

A calm and warm environment, parents describe the setting as a home from home, where the children are safe, thriving and happy and they feel informed and confident in the care given.

The wide range of experiences offered to the children reflect the children's interests and developmental needs, with the childminder utilising her previous experience to encourage exploratory play; for example, exploring how a vacuum cleaner works and encouraging the children to then explore this for themselves, tracking the path of the dirt. In addition to the resources available in the playroom, the outdoor space allows for more adventurous and physical play and by accessing a range of local opportunities the children have the chance to develop socially as well as intellectually e.g. at the libraries story-telling session or the nearby toddler group.

Encouraging and praising continuously, the childminder promotes emotional well-being, and the routines in place support this. For instance, checking in with each parent as a child was dropped off and taking time to speak to/settle each child to ensure positive start to the day; this provides a consistent and joined up approach to the care of each child. The result is that the children play happily alongside each other with respect and manners being evident, for the example children thanking one another and resolving sharing calmly under the childminder's gentle guidance.

The childminder chats naturally to the children, encouraging language acquisition and expression. This enables her to respond to learning opportunities as they arise, for example counting the pieces of fruit as they are put into a bowl.

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

Children benefit from a calm, purposeful and warm environment that encourages exploration and promotes confidence. The childminder offers a varied curriculum,

including indoor and outdoor play, woodland walks, and visits to toddler groups and the library. These experiences enhance the children's social development. Learning is reinforced through everyday opportunities such as counting, naming colours, and exploring how toys fit together. Risk assessments are completed daily, ensuring children's safety, and both indoor and outdoor spaces are well utilised. Information is shared openly with parents through daily discussions, messaging, and the use of Tapestry journals, which document progress and provide strategies to support individual needs. To strengthen provision further, the curriculum should be developed in a more sequential way, ensuring experiences build on prior learning and provide appropriate challenge. Professional development in understanding SEND, particularly speech and language delay, will enhance the childminder's ability to support children early communication and language skills further.

The children are engaged and demonstrate positive attitudes to learning. They concentrate well, show curiosity, and enjoy their play, with mistakes being recognised as part of the learning process. Behaviour management is effective, with clear instructions and positive interventions used to redirect and refocus children as necessary. Expectations are high, with children encouraged to share toys and show good manners. Positive reinforcement is embedded, with modelling of expected behaviours and lots of praise given. Routines are well established, supporting children's security and independence. Continued refinement of strategies to build independence and resilience will ensure behaviour expectations stretch children's self-regulation across a wider range of contexts.

Children's personal development is strongly promoted. They are encouraged to be independent, making choices about activities, serving themselves at mealtimes, and managing their own routines. Healthy diets are supported through buffet-style meals, which encourage children to try new foods and develop social skills. Emotional well-being is prioritised, with sensitivity shown to family circumstances and daily check-ins supporting children's confidence. Praise and encouragement are embedded, building self-esteem and resilience. Outdoor play, social interactions, and varied experiences underpin holistic development.

The childminder demonstrates good leadership and management. Safeguarding procedures are firmly embedded, with clear knowledge of referral routes to MASH, LADO, and SCA. Registers are maintained, absences monitored, and risk assessments completed daily and dynamically. Policies and procedures are shared with families before children start, ensuring transparency. Parents value the care provided, describing the childminder as "fantastic" and praising the variety of activities and healthy meals. Reflective practice is evident, with SEF completed and areas for development identified. Links with other professionals, including health visitors and childminders, support ongoing improvement. Continued professional development in SEND and closer monitoring of curriculum sequencing will further strengthen provision across the EYFS.

Safeguarding

There is an open and positive culture around safeguarding that puts children's interests first.

The childminder is well informed and has good understanding of safeguarding, her role and responsibilities. She understands the procedures to follow and the need to be professionally curious. Systems are in place to support the recording of any concerns arising.

What does the setting need to do to improve?

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

- Develop an understanding of SEND in order to further support learning, especially speech and language to aid the development of fluency and clarity in speech.
- Develop the curriculum so that experiences are sequential: allowing you to be confident that activities build on prior learning and so challenge and stretch the children.

Inspection Activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and secure.
- The childminder discussed how they organise their early years provision, including the aims and rationale for the curriculum.
- The inspector spoke to parents both before and during the inspection, capturing their views.
- The inspector observed interactions between the childminder and the children, these demonstrating holistic learning opportunities.
- Children shared with the inspector what they enjoyed doing with the childminder.



Name of Childminder	Rebecca Simmans
Registration Number	SCA170045
Type of Provision (CM at home/50% non-domestic premises)	CM at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers
Local Authority	Suffolk
Childminder Agency Inspector	Catherine Laird
Date of previous Inspection	9/4/24
Number of children on roll	4

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.

Interested in our work? Find out more by contacting us:

Suffolk Childcare Agency

High Street

Wickham Market

Woodbridge

Suffolk

IP13 ORD

T: 01728 746970

E: hello@scachildcare.co.uk

W: www.scachildcare.co.uk