



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	10/10/2024	Previous Inspection Date:	28/11/2023
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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 two co-childminders and an assistant. They alternate their days so that there are three members of staff working together each day. They provide a large setting, where children have access to multiple areas. This includes a craft room, cabin, small garden and large outdoor forest school. The childminder welcomes children and families to the setting. Parents describe the setting as 'a truly amazing place for children to grow, learn and explore'.

The childminder offers settling in sessions for all children and families. She spends time getting to know children, building relationships and gathering useful information from parents regarding children's care and learning. This helps children to settle quickly and they are happy at the setting.

Children demonstrate respect for each other. When children enter a room where another group are playing a game, the childminder explains they must be quiet and not distract their peers. Children listen carefully to the childminder, demonstrating respect and value for others.

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

The childminder is passionate about providing outdoor play and learning opportunities. She focuses her teaching on children's personal, social and emotional development, helping them to develop an understanding of emotions and feelings, as well as developing friendships and language skills.



Children enjoy group singing time around the fire circle. They join in with singing, actions and use sticks to tap out rhythms and beats. The childminder is mindful of including all children and she takes turns to ask children for their ideas and contributions. Children are eager to share their ideas and demonstrate a high level of confidence singing and tapping out beats in front of the group.

Children enjoy building with the bricks. They build some tall towers and demonstrate how proud they are of their achievements when they go to show the childminder. The childminder uses this opportunity to ask open ended questions, such as, 'what does it do?', helping children to think about what they are building.

The childminder is reflective and understands the consequences that poor staff deployment can have on children's learning. However, she does not always recognise this quick enough to prevent it impacting on children's learning. For example, when working with her co-childminders, the childminder plans an activity where a large group of children join her. When children become restless, they distract their peers and the childminder is unable to refocus all children within the group. This impacts on the standard of learning that is taking place.

The childminder attends training opportunities that are relevant to the children who attend the setting. She uses the knowledge she gains to implement new ideas and strategies that have a positive impact on children's well-being. The childminder has recently attended training around attachment and now plans to enhance the current key person system at the setting.

The childminder promotes children's well-being and emotions. She offers yoga sessions that children are excited and eager to join. Children listen carefully to her instructions. She uses props as visual aids to help children understand and control their breathing techniques. This provides a calm environment where children can relax.

The childminder provides a good level of communication with parents, sharing daily photographs, regular newsletters and termly progress reports. This provides parents with up-to-date information regarding their children's learning. Furthermore, the childminder has embedded home learning opportunities for families following her previous inspection. She now provides ideas of how parents can support children's learning at home and shares resources, such as books, to support this even further.

Safeguarding

The childminder has a good understanding of how to protect young children from harm. She talks through her procedures for reporting concerns regarding children and families and also uses the relevant agencies to contact for advice when needed. This promotes children's well-being and ensures children are kept safe. The childminder also



demonstrates a good understanding of risk assessing and how to keep children safe within the setting. Furthermore, she teaches children to keep themselves safe, by assessing risk and carrying out hygiene routines when needed.

What does the setting need to do to improve?

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

- Consider ways to work together with co-childminders to ensure all children are well supported at all times.

Inspection Activities

- The inspector joined the childminder on a learning walk and the childminder discussed her curriculum.
- The inspector observed the childminder and children at the setting.
- The childminder took part in a joint observation with the inspector.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.



Name of Childminder	Emily Hewkin
Registration Number	SCA170173
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	23/11/23
Number of children on roll	35

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Suffolk Childcare Agency

High Street

Wickham Market

Woodbridge

Suffolk

IP13 ORD

T: 01728 746970

E: hello@scachildcare.co.uk

W: www.scachildcare.co.uk