



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	15/10/25	Previous Inspection Date:	10/10/24
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	OUTSTANDING	GOOD	
Quality of Education	OUTSTANDING	GOOD	
Behaviour and Attitudes	OUTSTANDING	GOOD	
Personal Development	OUTSTANDING	GOOD	
Leadership and Management	OUTSTANDING	GOOD	

What is it like to attend this Early Years Setting?

The childminder works alongside a larger team of co-childminders and assistants. Together, they provide a vast outdoor forest school area, where children can explore and develop their skills and learning to the highest standard. Children are welcomed into the setting and the forest with a morning group time. Children eagerly join the fire circle and find their 'tapping sticks'. The childminder begins singing and children excitedly join in. They demonstrate outstanding listening skills as they follow instructions and take turns to make up their own rhythms and beats for their peers to copy. The childminder and her team skilfully deploy themselves across the setting to support and guide children in their learning.

Children demonstrate exceptional understanding of the rules and boundaries in place at the setting. For example, when they enter an indoor area they confidently remove their shoes before walking across the carpet. Furthermore, children's social skills and interactions are of an exceptional standard. When children would like a turn of the guitar, they ask 'may I have a turn after you?'. They wait patiently for children to finish playing before stepping in.

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

The childminder plans her curriculum following the principles of forest school. Children benefit from exploring the great outdoors, exploring and taking calculated and well-supervised risk. The childminder observes, tracks and plans children's learning closely. She monitors children's progress closely with weekly focus sessions to ensure all children make excellent progress.

The childminder and her team ensure that the forest offers children numerous opportunities and access to a wide curriculum. For example, children enjoy bug hunting,

finding numerals hanging in trees, and a range of physical opportunities. Children carry logs across the forest. They call to their friends for help, and they come running. Children explain the help they need and they work together as a team to carry the wood.

The childminder provides numerous opportunities for children to solve problems and take risks. Children demonstrate extraordinary strength as they pull themselves up onto a high tyre swing. The childminder is always close by to supervise. However, she gives children time and space to figure this out alone. Children are determined and resilient individuals.

The childminder knows children exceptionally well. She provides support and guidance for children and families and plans meaningful learning opportunities, tailored to children's needs to extend their development. Children with special educational needs and/or disabilities make excellent progress.

Communication with parents is fantastic and the childminder prides herself on providing an outstanding level of communication with regards to children's learning and development. She shares regular newsletters, as well as using messages and an online app to share more personal information. Additionally, home learning opportunities are shared with parents, and the childminder has implemented a new lending library to encourage more reading at home.

Children thoroughly enjoy exploring books. They snuggle up in the cosy tent for small group and one to one reading time. The childminder uses stories to initiate conversations, ask questions and extend children's critical thinking skills. When a story finishes, children are eager to find another one. They demonstrate their love of books from a very young age.

The mathematics curriculum is well-embedded throughout the provision. Children practice their number counting and problem solving throughout their play. For example, they count the amount of pushes they have on a swing. Additionally, the childminder's assistant demonstrates an excellent standard of teaching skills as she interacts and extends children's mathematical knowledge. As children explore, scoop and mix in the mud kitchen, she skilfully weaves in counting and supports children to accurately count objects and actions.

The childminder is comforting and responsive to children. When they hurt themselves, she provides first aid and validates children's feelings and emotions whilst comforting them through talk and singing. Additionally, she uses a sling, to provide extra comfort and reassurance for children, when needed.

Safeguarding

The childminder demonstrates a strong understanding of how to keep children safe. For example, she recognises the signs that may indicate a child is at risk of harm. Additionally, the childminder is mindful of online safety. Although children do not access the internet at the setting, she shares information with parents and teaches children how to stay safe



online. The childminder understands her responsibilities for reporting concerns and allegations against herself or other professionals to the relevant agencies.

Inspection Activities

- The childminder provided the inspector with a tour of the setting.
- The childminder and her co-childminders joined the inspector on a learning walk.
- The inspector observed the childminder's interactions with children.
- The inspector spoke to and gathered feedback from parents.
- The inspector looked at relevant documentation.



Name of Childminder	Emily Hewkin
Registration Number	SCA170088
Type of Provision (CM at home/non-domestic premises)	Co-Childminder on domestic premises
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Norfolk
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	10/10/24
Number of children on roll	47

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