



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	28/11/2023	Previous Inspection Date:	n/a
------------------	------------	---------------------------	-----

The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	GOOD	n/a	
Quality of Education	GOOD	n/a	
Behaviour and Attitudes	GOOD	n/a	
Personal Development	GOOD	n/a	
Leadership and Management	GOOD	n/a	

What is it like to attend this Early Years Setting?

Children are given numerous opportunities to explore exciting activities throughout their day. They engage in a range of physical activities at the setting. For example, they gather piles of leaves and use wheelbarrows to collect them. The childminder encourages children to develop gross motor skills by demonstrating big arm movements. Children copy these actions, and the childminder continues to extend this learning by introducing new movements using their legs. Developing this gross motor strength supports children's future learning when they start school.

The childminder has high expectations for all children at the setting. Children listen carefully to the childminder and follow her simple instructions. When they leave the cabin to walk to forest school, children hold hands and walk sensibly along the path. They demonstrate their knowledge of rules and expectations at the setting. For example, they know they do not leave the pathway and when they arrive at forest school, they all find a place to sit around the fire circle. The childminder teaches children to keep themselves safe by following the rules and boundaries in place.

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

The childminder works alongside two co-childminders and one assistant at the setting. A maximum of three adults working together at any one time. The childminders have worked hard to develop a fantastic forest school setting, where children spend much of their day outdoors. There is a large, wooded area where children can explore a range of exciting and engaging activities. The open-ended resources allow children's creativity to develop and extend their learning further.

The childminders have all worked together to plan a well sequenced and varied curriculum. They focus on developing children's emotional literacy and communication skills which promotes children's self-confidence and well-being. Each morning children gather at the fire-circle and participate in a group conversation. They discuss how they are feeling and use animals to help them describe their emotions. From a young age, children are encouraged to join in and the childminder supports their language development, providing them with words and actions to enable them to communicate with others.

Children understand the importance of hygiene and remember to wash their hands independently before eating and after using the toilet. Children recognise when their hands are dirty and choose to clean their hands at regular intervals throughout the day. However, hygiene practices can be improved further by reminding children to wash their hands after blowing their nose.

The childminder models' good behaviours and children develop their own social skills and empathy from these interactions. For example, when a child is sad the childminder explains to the group of children that she is going to check on their friend. When children ask why, the childminder takes time to explain how that child is feeling and that she would like to help her feel happy again. Children watch carefully as the childminder talks about their feelings and they join the childminder to comfort their friend. This builds on children's emotional literacy and supports children's well-being and behaviour.

The childminder shares children's learning with parents using an online app. She regularly shares photos and observations and asks parents for information regarding children's interests. However, the childminder does not provide opportunities for learning to continue at home.

The childminder is extremely proud of the setting and is passionate about the care she provides for young children. She enjoys working hard to grow the business further and is always looking for ways to improve her service. Most recently she has had an additional outdoor cabin built to provide children with a warm and cosy area for the winter months whilst at forest school. Children benefit from the childminder's passion and enthusiasm, accessing an early years setting that thrives for the best.

Safeguarding

The childminder has a good knowledge of how to keep young children safe from harm. She understands the safeguarding procedures for her local authority and keeps important contact details in her safeguarding folder, along with other relevant information. The childminder demonstrates a good knowledge of signs a child may be at risk of abuse. She has a clear procedure in place at the setting to ensure all concerns about children are

recorded and stored securely. Regular safeguarding training is attended, as well as training regarding wider safeguarding issues such as the 'Prevent' duty.

What does the setting need to do to improve?

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

Strengthen hygiene practices further, to ensure all children are reminded about washing their hands at appropriate times. For example, after blowing their nose.

Implement home learning opportunities to support parents and children to continue learning at home.

Inspection Activities

The inspector was given a tour of the setting.

The childminder joined the inspector on a learning walk and talked about the curriculum.

The inspector looked at relevant paperwork.

The inspector observed the interactions between the childminder and the children.

Parents shared their views of the setting with the inspector.

The childminder joined the inspector when observing her co-childminder and gave reflective feedback regarding the childminders practice.

Name of Childminder	Emily Hewkin
Registration Number	SCA170088
Type of Provision (CM at home/50% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers
Local Authority	Norfolk
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	n/a
Number of children on roll	38

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