



# QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	22 <sup>nd</sup> March 2024	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Good	N/A	
<b>Quality of Education</b>	Good	N/A	
<b>Behaviour and Attitudes</b>	Good	N/A	
<b>Personal Development</b>	Good	N/A	
<b>Leadership and Management</b>	Good	N/A	

## What is it like to attend this Early Years Setting?

Children arrive happy and confident to this diverse and lively setting. For instance, on arrival children happily separate from their parents at the door as they receive a warm welcome from the energetic staff. They know the routine well as they place their belongings onto their named pegs. They quickly settle and enjoy their healthy breakfast together in a calm and relaxed atmosphere. Staff and children enjoy each other's company as they have lots of back-and-forth interactions during this social time. Children demonstrate that they feel safe and secure in the welcoming environment that has been created here.

All children, including those with English as an additional language (EAL) and those with Special educational needs and/or disabilities (SEND) make continued progress from their starting points. For example, the setting manager works in collaboration with the local authority specialist advisor to make improvements to their environment. This ensures that they can offer an inclusive environment where all children are given the opportunity to flourish. They are working to create a designated space that helps them to further support children with SEND and to ensure that they make continued progress across all areas of learning and development.

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

The manager has a good understanding of what children need to learn and arranges the curriculum so that children's knowledge is built over time. For instance, staff recently completed phonics training to improve their professional knowledge and teaching skills to support children further. They enjoy daily adult led activities that enhances their early literacy skills in preparation for school. Children confidently trace letters from their name,



and some children can write their names independently. Children are proud of their achievements and enjoy taking their work home to share with their parents. Children are ready for their next stage of learning, particularly school.

The manager generally organises the environment well to support her curriculum intent and children's learning across the seven areas of learning and development. For example, children have access to all areas of learning inside, particular to encourage a love of reading and to foster curiosity through exiting activities that are set up ready for the children. However, the outside environment does not consistently support this. The manager needs to consider the environment as a whole to ensure that all areas consistently mean children can access all areas of learning, whether they spend time inside or outside.

Children behave well during their time at this setting. Staff have high expectations for their behaviour and conduct. For instance, staff are positive role models. They remind children what is expected of them when they are eating. Children enjoy eating their snack in the garden and sit sensibly on the mat. They are polite and say please and thank you when they are offered their fruit. Children routinely share and take turns during their play without incidence. This has a positive impact on their personal, social and emotional development.

In general, children's physical development is supported well. For example, children spend lots of time in the garden. Older children run, climb and use bikes and scooters with confidence as they play in the fresh air. This has a positive impact on their emotional and physical health. However, younger children, particularly babies do not have the same opportunities outside. The environment has not been arranged effectively to enable babies to freely explore in a safe way. As a result, staff carry them around, or sit them on their laps. This impacts on the physical development as they miss opportunities to be physically active as their movements are restricted.

The manager is aware that recent staff changes have impacted on the day to day running of the setting. For instance, the manager is part of the daily ratio to ensure that they are meeting their statutory duties to keep children safe. However, this has impacted on her ability to keep paperwork in an orderly manner, in particular children's learning journeys and next steps in development as there have been abrupt changes to their keyperson system that is in place. The manager is already taking steps to improve her practice and has the capacity to do so to ensure that a good level of leadership and management is maintained.

### **Safeguarding**

Safeguarding is effective

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

### **What does the setting need to do to improve?**

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

- Consider the environment as whole to ensure that all areas consistently mean children can access all areas of learning, whether they spend time inside or outside.
- Ensure that all children, particularly babies have equal opportunities to be physically active in their play to support their development further.
- Ensure that existing processes that are in place, such as the keyperson approach and the recording of children's next steps in development are maintained to a good standard.

#### **Inspection Activities**

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector spoke with the registered individual about the leadership and management of the setting.



Name of Childminder	Aeda's Angels
Registration Number	SCA170121
Type of Provision (CM at home/50% non-domestic premises)	Childcare on Domestic Premises
Registers (Early Years, Compulsory, Voluntary Childcare?)	Bothe registers
Local Authority	West Yorkshire
Childminder Agency Inspector	Nicola Webb
Date of previous Inspection	N/A
Number of children on roll	54

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