



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	29/9/25	Previous Inspection Date:	22/3/24
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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?

Children are happy and settled at this nurturing and stimulating setting that has been well organised into distinct rooms that are tailored to the age and stage of the children and appropriately staffed. A robust settling in procedure is in place that effectively supports children's transitions into the setting. The leadership team work with well with parents to collect important information about their children before they start their learning at the setting. This means that all staff have a good understanding of each child individual needs and care routines, supporting and fostering a sense of security and confidence within the children.

All children, including those with English as an additional language (EAL) and those with Special educational needs and/or disabilities (SEND) are well supported to make continued progress across all areas of the Early years foundation stage (EYFS). Since their last inspection, there is now a keyperson approach firmly embedded across the setting. Staff are now responsible for the continuous monitoring and tracking of their key children's development which enables them to quickly identify any gaps in learning and implement targeted support where necessary.

Children behave well during their time here. There are high expectations for children's behaviour that is consistently embedded across the setting. There is a daily routine in place that effectively supports children to understand what is happening now and next. Children know what is expected of them. They respond positively to adults' requests and eagerly line up ready to go outside in the garden.

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

The curriculum has been well planned across the setting where communication and language underpinning all teaching. Children's knowledge and understanding is successfully built on as children transition from one room to another on their learning

journey. For example, babies experience a language rich environment from the very beginning, where their weekly focus is a nursery rhyme. Babies thoroughly enjoy hearing their favourite songs such as 'you're happy and you know it' as they explore their weekly theme of all about me. Toddlers learning focuses on a familiar story book each week. The children can be heard eagerly sharing their ideas as they explore an activity with shape and colour to encourage their communication and language skills. Pre school children learn to recognise letters from their names as they practice their writing skills in preparation for school. This ensure that all children make continued progress, where their skills and knowledge build over time.

Children's independence in learning is generally well supported through teaching and a well-planned environment across all age groups. For instance, babies freely access resources in a well-planned environment that has been specifically designed to meet their needs. Toddlers explore a range of resources independently from low level storage. However, older children can not always follow their own ideas and play independently. This is because too much focus is placed on adult directed and led activities. The structure of the routine does not allow enough time for children to independently choose where their learning takes place as they spend large amounts of sitting down at tabletop activities that are led by adults. This impacts on their critical thinking skills as they lack opportunities to make decisions independently.

Since their last inspection, positive changes have happened across the provision to effectively support all children's physical development and access to learning outside. For example, a garden routine has been implemented to ensure that all children have plenty of time to freely explore safely around the garden. There is a wealth of resources where children can build their physical skills as they run and climb and negotiate space safely. There is now dedicate space for babies that offers plenty of opportunities for them to freely explore safely and learn to take manged risks as they climb onto play equipment that meets their age/stage of development appropriately.

Leadership and management at this setting is good, the manager has implemented a new system that allows her to regularly share information with parents in a consistent and timely manner. For instance, parents now sign up to an online app when their children start their journey at the setting. Parents receive regular updates about their children's development as well as information about how their care needs have been met throughout the day.

The manager is reflective about making positive changes to the provision. She has begun to delegate roles to her staff team, to assist in the smooth running of the setting each day. Staff feel valued and supported and regularly receive supervision meetings to discuss a range of topics, including their metal health and training needs. However, the manager has yet to implement a robust system for identifying staff training beyond these discussions.

Safeguarding

Safeguarding is effective

There is an open and positive culture around safeguarding that puts children's interests first. The leadership team ensure that all staff complete mandatory training in relation to paediatric first aid and safeguarding. They hold regular discussion with all staff to ensure that they remain suitable to work with children. All staff have a thorough understanding of their safeguarding role and responsibilities to protect children from harm and abuse. They know what to do if they were concerned about their manager practice, understanding the company whistle blowing policy.

What does the setting need to do to improve?

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

- Further consider the routine for older children to enable them to develop their critical thinking skills and increase the opportunities for child led play to support independence in learning.
- Implement a robust system for identifying and implementing staff training needs across the provision.

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 observed the quality of education that was being provided both inside and outside.
- 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.
- The inspector read feedback from parents that was provided for inspection.



Name of Childminder	Aeda's Angels
Registration Number	SCA170121
Type of Provision (CM at home/non-domestic premises)	CODP
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Bradford
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	March 2024
Number of children on roll	92

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