



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	28 th March 2024	Previous Inspection Date:	NA
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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?

The childminder is very caring and patient in her approach to looking after children in her care. Children are well supported to be independent from a young age. For instance, children collect their outdoor shoes independently, they sit down on the floor and are encouraged to put them on themselves. The childminder offers continuous praise and encouragement, which children respond positively to. They are proud of their achievements and clearly demonstrate that they feel happy and safe in her care.

Children behave well during their time with the childminder. She has high expectations for their conduct and shares her rules with the children consistently each day. For example, during play, children are given gentle reminders about sharing. The childminder allows time for the children to think and offers them prompts such as 'shall we ask our friend for one?' to support their growing understanding of how their behaviour impacts on others. Children develop a good understanding of what is right and wrong which has a positive impact on their personal, social, and emotional development.

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

All Children, including those with special educational needs and or disabilities (SEND) make continued progress from their starting points. For instance, the childminder works well with outside agencies, such as speech and language therapist. This ensures that she can provide personalised intervention and can adapt her teaching strategies to ensure that all children make continued progress. The childminder is developing her practice consistently, but she needs to improve her knowledge and understanding of SEND funding and or pathways to ensure that she knows what is available to her if she needs to access further specialist input or access funding for children.



The childminder knows her children very well, this enables her to plan exciting and engaging activities that encourage children's learning and play. For example, children are curious and engage for some time as they freely create beautiful works of art using petals and glue. The childminder knows what children already know and can do and successfully builds on this as she narrates their play and introduces simple maths language. Their fine motor skills develop well as they use pincer grips to select the delicate petals. Children make good progress across all areas of learning and development and are more than ready for their next stage of learning.

Children's personal development is good. The childminder implements effective care practices that promotes and support children's emotional security. For instance, during nappy changing routines. The childminder asks children if they are ready for a nappy change, considering their voice. She is patient and supportive as she explains to children what she is doing during these routines. Children respond positively to her. Relationships between them are sensitive, stimulating, and responsive. This has a positive impact on the development of children's characters.

Children spend time outside in the fresh air at the childminders home. In general, the environment is well planned to meet their growing needs. However, there are occasions when children seek out further opportunities during their physical play. Children have the natural urge to run and climb and the current arrangements in the garden do not always support this type of play. Furthermore, the childminder needs to consider how she will provide physical play opportunities for non-mobile babies to ensure that they too can be active in the environment.

The childminder has developed strong working relationships with her parents. For instance, parents share very positive feedback about the care and education their children receive at her home. They particularly enjoy the regular updates that they receive each day about their children's learning. The childminder involves parents in their children's learning and meets regularly with them to share their development and to ensure that they contribute to children's next steps in learning. This ensures that there is consistency in the care and education between the home and setting.

Safeguarding

Safeguarding is effective.

The is an open and positive culture of 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:

- Improve her knowledge and understanding of SEND funding and/ or pathways.
- Consider how she will provide physical play opportunities for non-mobile babies and increase the opportunities for older children.

Inspection Activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

Name of Childminder	Mecheil Perez Sharpe
Registration Number	SCA170106
Type of Provision (CM at home/50% non-domestic premises)	At home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All Registers
Local Authority	Kent
Childminder Agency Inspector	Nicola Webb
Date of previous Inspection	N/A
Number of children on roll	7

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.

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