



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	24/11/25	Previous Inspection Date:	08/07/24
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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?

Children are welcomed into this warm and friendly setting by the enthusiastic and highly skilled childminder. They join together for circle time each morning, where they sing songs, practice counting skills and share stories relevant to them. Children feel valued and respected, as they take turns to share their ideas and contribute to group singing.

Children are excited and curious about their learning. The childminder shares ideas of what she has planned, and children cannot wait to begin exploring. They use a range of tools to explore the large blocks of ice, learning new vocabulary and concepts, such as, the melting process. The childminder asks open ended questions 'I wonder what will happen?' and encourages children to share their ideas and suggestions about how to make the ice melt. They engage in an experiment, and children show awe and wonder as they watch the effects on the ice.

The childminder has implemented a challenging and well-sequenced curriculum. There is a big focus on developing children's independence and language and communication skills in preparation for school. Additionally, the childminder provides numerous outings each week where children are able to engage in a wide range of experiences. For example, climbing and exploring at the park and developing their social skills at local play groups.

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

Children demonstrate exceptional independence as they get themselves dressed and ready to go outdoors. They confidently put their own shoes on, hang up their coats and carry out personal hygiene routines successfully. For example, wiping their own nose and washing their own hands. This supports children incredibly well in preparation for school.

Mealtimes are used as an important learning opportunity. For example, children demonstrate excellent control as they use their cutlery. Additionally, they learn to use knives to cut their own foods, developing their fine motor skills in preparation for school. Furthermore, the childminder initiates conversations to extend children's language skills, as well as, encouraging good manners throughout.

Children develop a love of stories as they sit attentively and listen to the childminder read. She reads with passion and enthusiasm, repeating clear words and developing children's understanding as they talk about the pictures they can see. This supports children's early literacy skills in preparation for future learning.

The childminder knows children well. She tracks children's progress and learning and takes swift action when she identifies any areas that require further support. For example, referrals are made to other professionals to gain advice and guidance and to help children make the best possible progress.

The childminder has recently adapted her staff supervision sessions to ensure they remain a useful method for mentoring. The childminder's assistants express that they find supervision beneficial and a positive experience. The childminder is keen to reflect on staff practice and highlights areas that need further improvement. Following her last inspection, she accessed training for herself and assistants to ensure the highest possible standards of teaching throughout the setting. This has had a positive impact on children's learning and progress.

The childminder supports transitions to children's next stage of learning very well. For example, she shares information with other early years settings and schools to help support the transition process. Additionally, she invites other professionals into the setting to spend time with children and help develop strong relationships before children leave. This helps children feel safe and confident in their new settings.

The childminder is a reflective practitioner. She often gains feedback from parents and implements change and improvement to continuously improve her practice. For instance, she has now introduced a template to share daily information so that parents are well informed about their children's learning and care. Additionally, she reflects on the provision and completes a self-evaluation form to highlight where improvements can be made across the whole setting. This is a working document, and the childminder continuously reflects and makes changes to provide the best possible care and education.

The childminder has worked hard to build excellent partnerships with parents and provide effective and well-planned home learning opportunities. For example, children take home 'Barnaby bear' to read with. This supports children's continued love of reading. Additionally, children enjoy sharing photos from home that they add to the settings 'special book'. This is a scrap book of children's special memories that they view and look back on regularly within the setting.

Safeguarding

Staff demonstrate an excellent understanding of the settings safeguarding procedures. Regular training ensures that staffs knowledge is up to date and they have a good awareness of local safeguarding risks. For example, county lines and neglect. Additionally, clear procedures and contact details are displayed across the setting. Therefore, staff are confident to report their concerns to the relevant agencies.

The childminder ensures staffs knowledge and training is up to date. She encourages open communication and has clear procedures in place for managing allegations against herself, household members and assistants.

Inspection Activities

- The childminder provided a tour of the setting.
- The inspector discussed the curriculum for children's learning, with the childminder.
- The inspector looked at relevant documentation.
- The inspector took account of the views of parents.
- The inspector observed the childminder, her assistants and the children.



Name of Childminder	Trudie Roe
Registration Number	SCA170118
Type of Provision (CM at home/non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Worcestershire
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	08/07/24
Number of children on roll	8

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