Company number 10198664
Company Name Suffolk Childcare Agency

QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	13/07/26	Previous Inspection Date:	30/06/25

The quality and standards of the Early Years provision:	Previous Inspection
	Good

Evaluation areas;	Grade awarded
Safeguarding	Met
Inclusion	Expected standard
Curriculum and teaching	Expected standard
Achievement	Expected standard
Behaviours, attitudes and establishing routines	Expected standard
Children's welfare and well-being	Expected standard
Leadership and governance	Expected standard

What is it like to be a child at this setting

Children are happy and content with the childminder. They settle quickly into the setting and engage in play. Children demonstrate they feel safe and secure, for example, they approach the childminder for comfort when upset. The childminder is friendly, gentle and kind. She has a strong bond with children, and they respect and listen to her as a result. Children are kind to their peers, and the childminder praises their actions. This helps to support children's personal, social and emotional development to help them build positive relationships with their peers.

The childminder creates an environment where children's interests are supported. This helps children learn and grow from their starting points. Children are engaged in activities and play together well. The childminder adjusts her curriculum to support children with barriers to learning to allow them to flourish in her care. She uses the outdoor space to further develop physical skills. For example, children have opportunities to run, jump, climb and use fine motor skills with the water play activity. She clearly identifies what she wants children to learn whilst with her, including, being ready for the next stage in their learning, such as, school.

Safeguarding

Grade - Met

All safeguarding standards are met. This means; the childminder demonstrates a strong knowledge of safeguarding procedures for the setting and knows how to keep children safe. There is a positive safeguarding culture across the setting.

Inclusion

Grade - Expected Standard

The childminder is skilful in identifying children who need extra support with their learning. She puts processes into place to ensure children are given additional support to allow them to progress. The childminder collaborates with parents and outside agencies to assist with this to give children the best start in their learning. For example, she uses the WellComm scheme used to support children develop speech and language skills.

The childminder uses her knowledge to create schemes of work to further support children. For example, she creates a story suitcase with puppets and a book of the week, for children to enjoy. Children are clearly familiar with this and happily interact with the activity. The childminder talks to children and uses lots of different language. She asks children questions about the story and gives them time to respond. This helps to encourage communication and language development.

Curriculum and teaching

Grade – Expected Standard

The childminder has carefully thought about the curriculum offered to children. She uses children's next steps and interests to shape her environment. The childminder creates and environment that is continuous and supports all areas of learning. She further extends this by creating activities based around children's needs, such as, encouraging children to prepare their own snacks. This supports children's independence preparing them for the next stage in their learning.

Parents positively react to the engaging environment the childminder offers children. They comment on children being happy and cared for. Parents compliment the childminder on children's development, such as, improved confidence since being in her care. However, at times, certain activities are not always accessible by all ages of children, meaning on occasion some children appear not as engaged in play as others.

Achievement

Grade – Expected Standard

The childminder has high expectations for all children regardless of any boundaries they may have to learning. She puts processes in place to support children with Special Educational Needs and/or Disability (SEND). For example, the childminder attends training to strengthen her knowledge of delayed speech and techniques to use to assist those who experience this. She has also further identified improving her knowledge further, for example, she is enrolled on a Special Educational Needs Coordinator (SENCO) training course.

Children make progress and this is recognised by parents who praise the childminder for this. The childminder places emphasis on helping children to develop skills for life, such as social skills. Children happily play and interact together. They start to develop relationships and make friends, supporting their personal, social and emotional development.

Behaviours, attitudes and establishing routines
Grade – Expected Standard
The childminder creates a warm and welcoming environment. She reminds children of the boundaries and rules within the setting, such as, being kind to each other and sharing toys. Children listen to instruction and are well behaved at all times. As a result, the environment is calm and relaxed to allow children to explore and learn at their own pace. The childminder is quick to praise children for their achievements. For example, when they engage in an activity in the garden and successfully use a water spray bottle in the garden. This supports their confidence and fine motor skills. The childminder has established routines and children demonstrate they know these well. For example, children know before snack time to wash their hands and do so by themselves and without instruction. This encourages children to be independent and embed the skills that are needed for starting school.
Children's welfare and well-being
Grade – Expected Standard
The childminder actively evaluates her setting to ensure its always a safe and a nurturing space for children to be in. Children feel comfortable seeking reassurance from the childminder, such as, they easily approach her for a cuddle when needed. The childminder discusses feelings and emotions with children. For example, she uses the story book The Colour Monster to enhance this learning. The childminder reminds children to show care and respect for their environment. For example, she asks children to tidy their toys away before transitioning outside to play in the garden. Consequently, children start to learn how to take pride in their environment, promoting self-esteem and well-being. Children have access to an engaging outside space. The childminder ensures she supports areas of development by offering a variety of activities and resources. This encourages children to use a range of physical skills and be inquisitive. For example, the childminder encourages children to explore the world around them by closely studying a ladybird crawling on their hand.
Leadership and governance
Grade – Expected Standard
The childminder creates a nurturing and learning rich environment for children to progress in. She evaluates effectively to improve her practice and ensure children have the best learning experience whilst in her care. For example, the childminder improves her knowledge of SEND by enrolling on a training course. The childminder has strong partnerships with parents and effectively communicates with them about children's development. This is a significant improvement highlighted in the last inspection. The childminder works well with parents to fully support all children and ensure their individual needs are met. As a result, children are given the best start to their education preparing them for their next stage in life.

The childminder identifies training needs to enhance her knowledge. She undertakes online training and attends face to face where possible. This continually improves the childminder's practice and her awareness of how children learn and develop. Further enhancing outcomes for children in her care.

Prioritises for Improvement

Safeguarding
Grade - Met
Next step -
Inclusion
Grade – Expected Standard
Next step -
Curriculum and teaching
Grade - Expected Standard
Next step – the childminder needs to ensure activities are aimed at a level that allows all children to successfully access learning regardless of age.
Achievement
Grade - Expected Standard
Next step -
Behaviours, attitudes and establishing routines
Grade - Expected Standard
Next step -
Children's welfare and well-being
Grade - Expected Standard
Next step -
Leadership and governance
Grade - Expected Standard
Next step -

Name of Childminder	Ashley Rogers
Registration Number	SCA No. SCA170140
Type of Provision (CM at home/99% non-domestic premises)	CM at home
Registers (Early Years, Compulsory, Voluntary Childcare?	Both
Local Authority	South Oxfordshire Council
Childminder Agency Inspector	Lynne Murray
Date of previous Inspection	30/06/25
Number of children on roll	4

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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