



## QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	22/11/24	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	
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 provides a warm and welcoming environment for children. She works alongside her co-childminder and assistant and together they offer a well-planned and varied curriculum where children are given ample opportunities to develop a full range of skills. When children first start at the setting, the childminder prioritises their personal, social and emotional development. She provides comfort and reassurance when children need it and is responsive to children's needs. This helps children to feel safe and secure in the childminders care.

The childminder knows children well and clearly identifies next steps for all children. This helps her to provide meaningful learning opportunities every day children attend the setting. Children demonstrate a good understanding of the boundaries in place. They behave very well and listen to the childminder's instructions. When the childminder begins tidying up, children happily join in and help to clear the toys away. Older children demonstrate their excellent teamwork as they carry a basket together and put it away.

The childminder has a good knowledge of children's progress within the setting. She prioritises children's listening skills and independence as well as social skills, in preparation for school. For example, when children ask the childminder to put on their shoes, the childminder encourages children to do this themselves. This supports children to embed important skills to help them within the school environment.

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

The childminder provides a vast range of learning opportunities for children outdoors. Children enjoy the seesaw and the childminder's assistant sings to them during their play.



The childminder joins children when they begin to explore the ice. She encourages them to investigate, and they admire the awe and wonder of the world around them.

The childminder understands the importance of developing children's listening and attention skills. She initiates exciting games, for instance, children enjoy running around the garden, following the childminders 'green for go' and 'red for stop' signs. They listen carefully to her and stop when the red sign shows. Furthermore, the childminder models this play and demonstrates her expectations to younger children if they do not understand well enough.

The childminder's assistant interacts with children well and supports their learning. She provides a threading activity for children to practice their fine motor skills. Children spend time figuring out how to thread the cord and the childminder uses praise and reassurance to encourage them to keep trying.

The childminder provides exciting learning opportunities for all children throughout her ongoing provision. However, when planning adult-led, group activities, she does not always consider how she can effectively differentiate learning opportunities to fully support children's engagement and concentration to a high standard.

Although there are no children present with special educational needs and/or disabilities on the day of inspection, the childminder is confident to talk about how she supports children who need additional help with their learning. She has a good understanding of the support that is available and discusses the importance of knowing children's interests and personalities well, to enable her to support them within the setting. Furthermore, the childminder demonstrates her ability to make time effective referrals to enable children and families to access the require support. This has a positive impact on children's learning.

The childminder has previously worked with other early years settings to aid the transition for children when they begin at the childminder's setting. She also shares information with teachers when children transition to school. However, the childminder is not consistent in her approach and therefore children attending the setting receive different levels of support with regards the consistency in their learning and transitions across settings.

The childminder ensures she provides her assistant with regular supervision opportunities. As well as discussing their overall provision each day, the childminder holds a meeting to discuss what is going well and any training opportunities that have arisen. This supports her assistant to develop her own knowledge and skills and therefore, provide a good quality of care and education for children attending the setting.

### **Safeguarding**

The childminder and her assistant attend regular training to keep their knowledge up to date. They demonstrate a good understanding of safeguarding and know how to protect children from harm. The childminder and her assistant recognise the signs of abuse, and the childminder keeps contact details for the relevant agencies within the setting, to make time effective referrals. This helps to keep children safe.

The childminder understands her responsibilities for reporting any allegations against herself, her co-childminder or assistant to the local authority.

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

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

- Extend further on developing partnerships with other professionals, to provide consistency for all children.
- Differentiate planning for group activities to further support children's engagement and learning.

### **Inspection Activities**

- The childminder and her co-childminder joined the inspector on a learning walk and discussed the early years curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views with the inspector.
- The childminder took part in a joint observation alongside the inspector.



Name of Childminder	Amy Grundy
Registration Number	SCA170196
Type of Provision (CM at home/non-domestic premises)	Co-Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Norfolk
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	N/A
Number of children on roll	15

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