



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	4 th February 2026	Previous Inspection Date:	24 th June 2024
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The quality and standards of the Early Years provision:	Previous Inspection
	GOOD

Evaluation areas;	Grade awarded
Safeguarding	MET
Inclusion	STRONG STANDARD
Curriculum and teaching	EXPECTED STANDARD
Achievement	EXPECTED STANDARD
Behaviours, attitudes and establishing routines	STRONG 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 settled at the setting. They thrive in the environment that the childminder provides and make continual progress in all areas of their learning.

Children make steady progress from their starting points, particularly across the three prime areas of learning. For example, children learn gross motor skills, negotiating space, developing core strength and balance. They engage in group activities and experiences where they learn how to interact with others, play alongside them and make their own voice heard, sharing their ideas and needs.

Children develop positive attitudes to their learning through interesting activities that spark children’s awe and wonder about the world. For example, children are fascinated by the colours made when mixing paint and the childminder encourages children to continue their interests to find out more.

The childminder provides an inclusive setting, where everyone is welcomed. Children learn about the similarities and differences between them, explore the local community and develop high levels of respect for their peers and adults alike. The childminder welcomes children into the setting, where she values their unique personalities and treats every child as an individual. Children gain an understanding of respect, and this is demonstrated through their actions and social interactions.



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 STRONG STANDARD
<p>The childminder understands the importance of partnership working with parents and other professionals. She ensures good communication at all times and this helps her to identify additional needs, areas of delay or barriers to children’s learning swiftly. Furthermore, the childminder is confident to contact professionals for advice and guidance to support her practice in supporting children within the setting.</p> <p>The childminder has a solid understanding of the help and support available for children and families and therefore referrals are completed and support is gained very quickly. Additionally, the childminder goes above and beyond to find out local, relevant information to support families who may be struggling with the current living crisis. This additional understanding means she is able to offer effective support and early help to those who need it most and the action she takes is time effective and therefore, avoids risks of further, escalating concerns. Consequently, children who face barriers to their learning are extremely well supported.</p>
Curriculum and teaching
Grade EXPECTED STANDARD
<p>The childminder does not always use every opportunity to extend children’s learning to the highest standard. For example, at times, children are not given sufficient time to think and respond before the childminder continues with her teaching. This can impact on the critical thinking skills children acquire.</p> <p>That said, children benefit from a wide curriculum that covers a range of learning opportunities and experiences. The childminder provides a range of outings that support children’s understanding of the world and social skills. Children benefit from a range of outings in the local community where they meet new people, interact with different adults, and develop friendships with other children. Parents comment on the wonderful opportunities children have at the setting and the range of experiences provided.</p> <p>The childminder provides a range of learning opportunities that spark children’s attention and awe and wonder of the world. Children watch the effects of mixing paint, observing the outcomes of their actions. These interesting learning opportunities help children develop a love of learning.</p> <p>The childminder prioritises children’s learning of language and communication, helping children to develop and extend their vocabulary, speak clearly and confidently and</p>



develop the ability to speak up, sharing their own ideas and needs. This prepares children for learning in a larger group at school or nursery.

Achievement

Grade EXPECTED STANDARD

Children make continuous progress in all areas of their learning. Children's development in speech and language is particularly successful as they participate in reading and singing activities. Additionally, they are confident to join in conversations where they hear and absorb a range of new words, extending their vocabulary to a high standard. Children demonstrate their understanding of new words as they use them during general conversations.

Children engage in a range of physical development learning opportunities. They enjoy climbing at the park, balancing across the stepping stones, and digging in the sand. They benefit from the childminder's knowledge of child development, as she extends children's skills. Children join in a range of opportunities that strengthen their fine motor movements in preparation for writing.

Children demonstrate their excellent counting skills during play and the childminder supports this even further, by counting and extending children's knowledge of mathematical concepts.

Behaviours, attitudes and establishing routines

Grade STRONG STANDARD

The childminder introduces children to emotions and helps them to recognise how they are feeling. Children are encouraged to look in the mirror to help them recognise their own feelings and give meaning to this. This helps children begin to regulate their own emotions and impacts positively on the high levels of respect they demonstrate to adults and their peers.

The childminder is inclusive and teaches children about the similarities and differences between them. This supports children's understanding and appreciation for treating everyone with respect and valuing individual qualities. This is particularly prevalent for children with special educational needs and/or disabilities and those who may face barriers to their learning.

Children understand the clear rules and boundaries in place at the setting. The childminder has clear routines that help children to understand the structure of the day and what is happening next. Additionally, the childminder is a role model to children, demonstrating her use of manners and respect, for children to learn.

Children's welfare and well-being

Grade EXPECTED STANDARD



The childminder has wonderful caring relationships with children. They look to her for comfort and reassurance when needed and they demonstrate their sense of safety and security in the childminders care through their happy interactions. Parents comment on the caring and homely setting the childminder provides, helping children to feel happy and safe in the environment.

Children learn about the importance of good oral health. The childminder provides numerous learning opportunities for children to learn about tooth brushing and she shares information with parents to promote regular visits to the dentist. Young children develop a love of outdoor play and exercise. The childminder provides frequent opportunities for children to experience physical activity and this helps them develop a positive attitude around exercise and staying healthy.

The childminder is working closely with parents, sharing relevant information to support them in providing healthy lunches for children. She teaches children about healthy eating and talks to children about healthy options through play. Children are beginning to understand how to look after their own bodies.

Leadership and governance

Grade EXPECTED STANDARD

The childminder understands that she needs to work to improve her reflective practice to ensure swift identification of areas for improvement are actioned.

The childminder has excellent partnerships with parents, working together to support children's learning and development. The childminder makes suggestions to parents about how they can support children's learning at home and these are well-received and implemented. Parents comment on the excellent communication, and they say they feel well informed about their children's care and learning. The childminder attempts to contact other early years settings that children attend. When she does not receive a response, she continues to try and shares relevant information with them to support children's consistency in learning to the best of her ability.

Professional development opportunities are attended regularly, and the childminder chooses development opportunities that are relevant to the children attending. For example, training about special educational needs and/or disabilities has been attended to enable the childminder to better support children attending the setting. It has also given her a wider understanding of how to identify children who may be developing a delay in their learning.



Prioritises for Improvement

Curriculum and teaching
Grade EXPECTED STANDARD
Next step - Strengthen teaching skills even further to support children's critical thinking skills, giving children time to process, think and respond.

Name of Childminder	Georgina Brown
Registration Number	SCA170173
Type of Provision (CM at home/CM at home with 99% non-domestic premises/CWDP/CODP)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Norfolk
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	24 th June 2024
Number of children on roll	8

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