



# QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	19/3/25	Previous Inspection Date:	-
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Good		
Quality of Education	Good		
Behaviour and Attitudes	Good		
Personal Development	Good		
Leadership and Management	Good		

## What is it like to attend this Early Years Setting?

Children are happy on arrival at this homely setting. Parents share how eager their children are to attend in the morning and cannot wait to get through the door! Children quickly become engaged in their learning through play. The environment is very well set up to enable children to freely access resources of their choosing that reflect both their current interests and next steps in development. Children clearly demonstrate that they feel happy and safe in the care of the co-childminders as they instinctively invite them to join in with their play.

The co-childminders know their children well. Before children begin, they meet with parents to discuss their children's starting points and together they complete paperwork such as 'all about me forms'. Families are offered settling in sessions that are flexible around the individual needs of the families. This ensures that children can make a smooth transition from their parents into the care of the co-childminders. Children quickly settle into the daily routines and make good progress across all areas of learning and development.

Children have positive attitudes towards their learning and behaviour. The childminders are both caring and attentive to the children's needs and form close bonds with them, children feel a sense of belonging because of this. During free play children can be heard telling the childminders 'I love you'. The co-childminders responses are warm and affectionate, children are naturally offered cuddles. This has a positive impact on their emotional development as they learn to develop secure relationships with the adults look after them.

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

The co- childminders implement a curriculum that focuses on child lead play, including the current interests and developmental next steps of the children. They ensure the children's learning is embedded before moving them on in their learning journey. For instance, during a walk at a local park children became interested in the beautiful daffodils that were growing. The childminders foster the children's natural curiosity about the world around them and further explore by making their own flowers from playdough at the setting. Over the next few weeks, they discuss the life cycles and learn how to look after and grow flowers. Children confidently share their ideas and show the inspector flowers that they make. This supports children effectively to remember long term what they have been taught.

Communication and language are well supported. Children hear lots of new words and develop their vocabulary as they become confident talkers. For example, children develop a love for reading from a young age. They freely access a range of books and bring their favourite stories to the childminder to share. Together they turn pages of the books and children thoroughly enjoy repeating familiar phrases from the story as they listen attentively. This has a positive impact on children's language development as they consistently learn new words and phrases. Children are ready for their next stage of education, especially school.

The co-childminders regularly assess children's development and have established good parent partnerships. For instance, they regularly share information with parents about their children's day. Parents receive photos via an online platform and younger children have a care diary that is completed each day, so parents are kept informed about important aspects of their day. Nonetheless, these partnerships could be strengthened further. The co-childminders do not yet consistently share children's overall development across the Early year's foundation stage with parents or children's developmental next steps. This impacts on the continuation of care between the home and the setting.

Children's personal development is good. They regularly access activities outside of the setting to support their growing understanding of the world around them. For instance, visits to the railway museum are thoroughly enjoyed by the children. They also enjoy time spent in the fresh air as they explore local parks and woodlands. Children learn to take managed risks, and they develop their physical skills through running and climbing. They learn how to keep themselves safe when they feed the ducks in the pond. Children also experience attending community play groups each week. This supports the development of their personal and social skills as they meet new people and try new experiences.

The co -childminders work well together and have established effective working relationships with other professionals. For example, when children attend other settings with shared care, they ensure that they work in collaboration with them to share children's development and next steps. To further improve their practice, the co-childminders should consider ways to strengthen their knowledge around special educational needs and/ or disability (SEND) services within their local offer. This will enable



them to improve their offer and know who and when to make referrals to if they felt that a child needed additional support from outside professionals.

### **Safeguarding**

The co-childminders ensure that they keep their safeguarding and child protection knowledge up to date through regular training and working closely with their local safeguarding board. They can recognise when a child may be at risk of harm or abuse and have a good understanding of referral pathways to seek further support and/or referrals if the need arose. They can confidently discuss a range of safeguarding scenarios that may impact on the children they care for

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

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

- Consistently share children's overall development across the Early years foundation stage with parents and seek parental input into children's developmental next steps.
- Consider ways to strengthen knowledge and understanding around special educational needs and/ or disability (SEND) services within their local offer

### **Inspection Activities**

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.



Name of Childminder	Rebecca Chambers
Registration Number	SCA170219
Type of Provision (CM at home/non-domestic premises)	CM at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both Registers
Local Authority	Leeds
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	-
Number of children on roll	9

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