



# QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	10/10/2024	Previous Inspection Date:	28/11/2023
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	GOOD	GOOD	
<b>Quality of Education</b>	GOOD	GOOD	
<b>Behaviour and Attitudes</b>	GOOD	GOOD	
<b>Personal Development</b>	GOOD	GOOD	
<b>Leadership and Management</b>	GOOD	GOOD	

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

The childminder works alongside her two co-childminders and an assistant. They alternate their days so that there are three members of staff working together each day. They provide a large setting, where children have access to multiple areas. This includes a craft room, cabin, small garden and large outdoor forest school. The childminder welcomes children and families to the setting. Parents describe the setting as 'a truly amazing place for children to grow, learn and explore'.

Children demonstrate their independence throughout the day. They confidently find their own belongings on their named pegs, put on their own wellies, take off their coats and open their own lunch boxes. The childminder provides encouragement when needed and praises children for their efforts.

The childminder prioritises children's well-being. She provides hammocks where children often go to relax and regulate their emotions. Children thoroughly enjoy swinging on the hammocks and the childminder uses this opportunity to talk, sing or simply provide a calm environment.

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

The childminder has a good knowledge of children and their development. She observes their learning, tracks their development and plans meaningful learning opportunities that support children's developing skills. For example, she provides paper, pens and clipboards for children in the garden area. Children are excited to examine the wild mushrooms growing in the grass with the magnifying glasses. They draw pictures of what they find,



practising their fine motor skills, pencil grip and writing skills. Children demonstrate good progress in all areas of learning.

The childminder has a keen focus on developing children's personal, social and emotional skills throughout their play. She provides numerous opportunities for children to join in role play activities. Children talk to each other, share resources and enjoy acting out daily events they learn from home. The childminder recognises the positive impact that role play can offer for children's language skills and building confidence.

Children demonstrate an excellent knowledge of safety and risk assessing. When the childminder invites children to explore the mushrooms growing in the garden, children remember that they do not touch the mushrooms. They explain to their peers that some mushrooms are poisonous, and it can be dangerous to touch them. If children do touch the mushrooms, they are reminded by peers to wash their hands straight away. The childminder provides close supervision to keep everybody safe.

The childminder is caring and aims to provide children with the care and attention they need. However, at times, the childminder and her co-childminders do not deploy themselves well enough to support all children, and therefore, standards of teaching and learning are not at the highest level.

The childminder provides a good level of communication with parents, sharing daily photographs, regular newsletters and termly progress reports. This provides parents with up-to-date information regarding their children's learning. Furthermore, the childminder has embedded home learning opportunities for families following her previous inspection. She now provides ideas of how parents can support children's learning at home and shares resources, such as books, to support this even further.

The childminder attends all mandatory training to keep her knowledge up to date and to support children's safety at the setting. She has recently attended training around the Early Years Foundation Stage (EYFS) to refresh her knowledge and plans to attend further training opportunities in the future.

## Safeguarding

The childminder understands the signs of abuse and what may indicate children are at risk of harm. She demonstrates a good knowledge of the procedures in place at the setting for recording and reporting all concerns to the relevant agencies. The childminder attends regular training and therefore keeps her knowledge up to date and relevant. She discusses the wider safeguarding issues for her area and how these may impact children and families.

The childminder understands her responsibilities for reporting any concerns or allegations about herself, co-childminder or any other professional 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:**

- Consider ways to work together with co-childminders to ensure all children are well supported at all times.

**Inspection Activities**

- The inspector joined the childminder on a learning walk and the childminder discussed her curriculum.
- The inspector observed the childminder and children at the setting.
- The childminder took part in a joint observation with the inspector.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.



Name of Childminder	Jennifer Lane-Smith
Registration Number	SCA170120
Type of Provision (CM at home/50% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Norfolk
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	23/11/23
Number of children on roll	35

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