



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	
Quality of Education	GOOD	GOOD	
Behaviour and Attitudes	GOOD	GOOD	
Personal Development	GOOD	GOOD	
Leadership and Management	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 enjoy playing group games, where they listen carefully to the childminder and follow her instructions. They wait their turn patiently as they take turns of choosing a card. Children recognise when it is their turn and offer ques to their peers if they need support. Children demonstrate a good understanding of sharing and are kind to their peers.

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.

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

The childminder focuses on preparing children for school. She understands the skills children need to succeed in a larger environment and therefore promotes children's personal, social and emotional development. She provides opportunities for children to understand risk, develop their communication skills and develop friendships with their peers.



The childminder follows children's interests and plans activities based on this. For example, children have enjoyed looking for conkers. The childminder plans a conker rolling activity with paint, to develop children social development and communication skills. Children are interested in the activity due to their love of conkers, providing them with encouragement and incentive to join in.

Children enjoy building with the bricks. They build some tall towers and demonstrate how proud they are of their achievements when they go to show the childminder. The childminder uses this opportunity to develop children's language skills, asking 'is it stable?'. She supports this by asking 'is it wobbly or strong' using her body to demonstrate the meaning of new words. Children learn new vocabulary throughout their play and demonstrate excellent communication skills from a young age.

The childminder reads to children. She ensures they have a calm and quiet environment where they can listen carefully and fully develop their love of reading. She uses the pictures to spark conversations, asking questions and narrating the story. Children snuggle up with her to listen and enjoy the relaxing time.

Children settle in quickly at the setting and the childminder spends time getting to know them. However, due to the large numbers of children at the setting, and an influx of new families, the childminder does not always get to spend as much time as she would like with children. Therefore, this can impact on how much she knows about their learning and consequently, how meaningful planned activities are for new children.

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 promotes partnership working with other early years settings that children attend. She contacts settings for information regarding children's learning and shares information when she can, to promote consistency in teaching and learning.

Safeguarding

The childminder discusses the settings procedures for recording and reporting concerns to the relevant agencies. She understands the signs of abuse that may indicate a child is at risk of harm. Therefore, by recognising these signs and following her robust procedures, she puts children's well-being and safety first. The childminder demonstrates a good understanding of how to report any allegation or concerns about her co-childminders and other professionals to the relevant agencies.



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	Karen Blazer
Registration Number	SCA170178
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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