



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	16/04/2026	Previous Inspection Date:	23/04/2025
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The quality and standards of the Early Years provision:	Previous Inspection
	Good

Evaluation areas;	Grade awarded
Safeguarding	Met
Inclusion	Expected Standard
Curriculum and teaching	Expected Standard
Achievement	Expected Standard
Behaviours, attitudes and establishing routines	Strong Standard
Children's welfare and well-being	Strong Standard
Leadership and governance	Expected Standard

What is it like to be a child at this setting

Children experience secure and nurturing relationships with the childminder at this welcoming and inclusive setting. The childminder is a considerate educator, whose skilful and tailored teaching allows children to achieve their goals and make good progress from their starting points. With consistent support, children confidently take charge of their learning by engaging in child-led play, which has been thoughtfully enhanced by the childminder, meaning they are always deeply engaged.

The childminder's thoughtfully developed curriculum reflects a commitment to fostering a sense of belonging for every child within the setting, while recognising and celebrating each child's individuality. The childminder uses her knowledge of each child to adjust both the environment and the activities she provides, ensuring every child can participate in the curriculum. For example, introducing a small amount of mud to during indoor messy play so children can explore it in a way that feels safe to them.

The childminder utilises role play materials, including resources such as a dentist set and play kitchen, to support a holistic approach to children's development in each area of the Early Years Foundation Stage. This builds solid foundations and promotes positive learning attitudes early on, encouraging a love of lifelong learning.



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 – Expected Standard
The childminder effectively identifies when children need additional support and takes appropriate action to reduce barriers to learning, so that all children are included and consequently make good progress. For instance, during messy play activities the childminder introduces tools, such as spoons and tweezers, to encourage children who are averse to messy play to have a go. She also ensures there is a bowl of soapy water nearby so children can get clean whenever they need to and offers gentle words of encouragement and support to engage them. As a result, children remain at the activity for long periods of time, they meet their next steps and take part in experiences that they might have otherwise chosen to avoid, demonstrating that the barriers to learning have been removed. Parents appreciate the childminders adaptability to meet the unique requirements of each child and recognise the positive impact this has on their child's development.
Curriculum and teaching
Grade – Expected Standard
The childminder's curriculum is designed to be accessible to all children, and she is committed to fostering an inclusive learning environment. However, it is important for her to further integrate diversity into daily practice to enhance children's awareness of both their similarities and differences and gain a broader understanding of the world around them. The childminder offers a thoughtfully structured curriculum, delivering it effectively so that children consistently achieve their next steps as they play. For example, following on from a colour sorting activity, the childminder offers resources such as chalk and coloured water in the garden so children can continue to experiment with colours in different ways, allowing them to apply previous learning to new situations. The childminder uses 'in the moment' teaching to build upon what the children already know and introduces concepts such as mixing colours. The childminder skilfully weaves in new vocabulary and open-ended, thought-provoking questions that encourage children to think critically and enhance their communication and language skills.



Achievement
Grade – Expected Standard
All children receive necessary support and tailored teaching that allows them to achieve well from their starting points, so they are ready for their next stage of education. This approach is implemented consistently throughout the setting, as the childminder maintains high expectations for every child, irrespective of Special Educational Needs and/or Disability (SEND) or potential learning barriers. Children have access to a wide range of resources and experiences that promote their communication and language skills, including books, songs and story-telling opportunities. They also enjoy playing games such as ‘I spy’, which helps them to learn letter sounds, and ‘Would you rather?’ which also develops their cognitive and social skills as they share their thoughts and ideas.
Behaviours, attitudes and establishing routines
Grade – Strong Standard
The childminder has established a highly respectful culture within the setting, which children respond positively to as they display high levels of engagement and curiosity during their play and transition times. Children are confident learners, who seek out the help and comfort of the childminder when needed, demonstrating the strong attachments that have been formed. Parents value the nurturing bond that the childminder develops with their child as they feel this is beneficial to their child’s overall development. The childminder has embedded a strong, yet flexible, routine, boundaries and rules that children know very well. For instance, children enjoy tidying up when they are ready to move onto a new activity and use this as an additional learning opportunity as they sort the playdoh into different colour pots. They are encouraged with positive praise from the childminder and can correct themselves when they put the wrong colour in, excitedly showing the childminder when they have achieved what they set out to do
Children’s welfare and well-being
Grade – Strong Standard
The childminder is consistently reflective of her practice to ensure that children’s welfare is prioritised; she is highly responsive to the changing needs of each child and develops practices that promote a positive sense of self. For instance, the childminder has recently introduced roles known as ‘Helping Hands’ for the children to carry out independently, such as watering the plants, that promote an understanding of how to keep their environment safe, tidy and well-maintained. Consequently, children are learning to become increasingly independent and responsible individuals with high levels of well-being and self-esteem.



The childminder also prioritises the child's voice and actively seeks ways to empower children to become their own advocate. For example, the childminder considers how safeguarding can be taught in a child-friendly manner so that children can identify when they are at risk and help to keep themselves safe.

Leadership and governance

Grade – Expected Standard

The childminder has an excellent understanding of her setting and the children that attend, she builds good relationships with parents and other professionals in the hope of achieving consistent teaching and learning across both home and educational settings. Parents say the environment feels like a second home to their children because of the strong relationship they've formed with the childminder and her family. Some families even choose a school closer to the childminder's house rather than their own, so the childminder can keep caring for their children.

The childminder is highly reflective and takes part in ongoing professional development that is targeted specifically to identified areas for improvement in a timely and effective manner, including actions raised from previous inspections. The childminder assesses how training affects her practice and the setting, and the impact this has on children, then takes further action based on those evaluations. An example of this is how she communicates with parents and the changes she wants to implement so that communication is more inclusive of each family's needs.



Prioritises for Improvement

Safeguarding
Grade - Met
Next step -
Inclusion
Grade – Expected Standard
Next step -
Curriculum and teaching
Grade - Expected Standard
Next step - The childminder should further integrate diversity into daily practice to enhance children's awareness of both their similarities and differences and gain a broader understanding of the world around them.
Achievement
Grade - Expected Standard
Next step -
Behaviours, attitudes and establishing routines
Grade – Strong Standard
Next step -
Children's welfare and well-being
Grade – Strong Standard
Next step -
Leadership and governance
Grade - Expected Standard
Next step -



Name of Childminder	Katherine Percy
Registration Number	SCA170208
Type of Provision (CM at home/99% non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Early Years Compulsory
Local Authority	Bracknell
Childminder Agency Inspector	Kathryn Sparkes
Date of previous Inspection	23/04/2025
Number of children on roll	4

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