



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	23/4/25	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	GOOD	N/A	
Quality of Education	GOOD	N/A	
Behaviour and Attitudes	GOOD	N/A	
Personal Development	GOOD	N/A	
Leadership and Management	GOOD	N/A	

What is it like to attend this Early Years Setting?

The childminder provides a calm and nurturing environment for children. She listens carefully to children and does not rush them. She is patient and responsive to children's individual needs and provides time and placidity for children to learn. As a result, children are happy, relaxed, and receive a positive experience during their time at this setting.

Parents express their delight about the care that the childminder provides. They comment on the "home from home environment" and feeling a part of the childminder's family. Parents describe how the childminder has been instrumental in helping to raise their children. The childminder provides families with settling in sessions where she establishes children's interests and health information before they start and as a result children settle into the setting with ease and build trusting relationships with the childminder.

Children display positive attitudes and behave well during their time at the childminders home. Children are supported to share and to take turns with resources as they engage in playdough activities. They are encouraged to say "please" and "thankyou" to one another during their play. The childminder is a positive role model for children and offers ongoing praise which supports children's emotional development.

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

The childminder knows the children well. This enables her to plan a curriculum focussed on children's next steps in their development. Children are highly engaged as they persevere in learning new fine motor skills with buttons, zips, velcro, and poppers. This also helps to promote children's independence when dressing themselves. Although teaching is generally strong at this setting, children do not always have opportunities to engage in role play activities or to develop their mathematical skills further which would enhance their development in all areas of learning.

The childminder provides ample opportunities for children to develop their social and emotional skills. She talks to children about different feelings and provides resources to help children to explore and to label their emotions. This ensures that children learn to manage their feelings and supports their overall emotional well-being.

The childminder understands the importance of developing children`s speech and language. She provides opportunities for children to enjoy stories together using story sacks and props to skilfully bring the stories to life. The childminder introduces new vocabulary throughout children`s story time to extend their learning. Furthermore, the childminder offers books for children to take home to read with their parents. This helps to establish links between children`s learning at home and her setting.

The childminder organises trips to the local park where children enjoy exploring and developing their gross motor skills on the play equipment. The childminder also takes children to the garden centre where they learn about their natural environment. This helps children to develop an understanding of their wider world.

The childminder teaches children about a range of cultures and religions. She celebrates different festivals throughout the year and uses resources to help young children understand the differences and similarities between people. Children develop an understanding of how other people and families live and learn to be respectful to everyone.

The childminder monitors children`s progress through regular summative assessment and recognises when children require additional support to help them progress. She is confident to seek professional help and to make referrals where necessary, to ensure that children receive early intervention for their needs. Furthermore, the childminder will support parents as they work together to achieve the best outcomes for their children.

The childminder is a reflective practitioner who attends many training opportunities to build upon her own extensive knowledge and uses these courses to help her to improve her practice and her setting in general.

The childminder works closely with parents as she implements a consistent approach to sharing information with them about their children`s daily routines, photographs to evidence their learning, and their overall development through an app which parents can access whenever they wish. Parents are happy with the level of information that they receive about their children`s progress.

Safeguarding

The childminder demonstrates a good knowledge of how to keep children safe. She carries out daily risk assessments of her property and her trips out with the children.

She recognises the signs of abuse and knows about wider safeguarding concerns such as female genital mutilation. She knows where to seek help should she have any concerns.

The childminder keeps her knowledge up to date and relevant by attending regular training. She understands her responsibilities for reporting any concerns including complaints against herself to the relevant authorities. She keeps contact details to hand for the local authority to enable her to make swift referrals should they be necessary. The childminder is confident to make referrals about children or herself if the need arose.

What does the setting need to do to improve?

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

- Consider activities to develop children`s early mathematical concepts appropriate to the next stage of their learning.
- Review resources, especially role play activities to ensure that all areas of learning are being met.

Inspection Activities

- The childminder joined the inspector on a tour of her setting and a learning walk, discussing what she wanted children to learn.
- The inspector discussed safeguarding with the childminder and looked at the ways that she keeps children safe.
- The inspector observed the quality of education being provided.
- The inspector observed the interactions between the childminder and the children.
- The inspector read parental feedback.
- The inspector viewed relevant documentation.
- The childminder took part in a joint observation with the inspector



Name of Childminder	Katherine Percy.
Registration Number	SCA170208
Type of Provision (CM at home/non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both registers
Local Authority	Bracknell Forest Council.
Childminder Agency Inspector	Rachael Groves.
Date of previous Inspection	N/A
Number of children on roll	5

The Suffolk Childcare Agency (SCA) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

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