



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	16/03/2026	Previous Inspection Date:	27/01/2025
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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 thrive at this beautiful setting, which prioritises their physical and emotion well-being and ensures all children build strong foundations for their learning. The childminder has created a safe, secure and welcoming environment that allows for all children to make good progress from their starting points. Children are curious and excited about learning and enjoy sharing their experiences with the adults around them, demonstrating the strong relationships that have been established between the childminder and the children.

The childminder and her assistant are deeply passionate about early childhood education and how outdoor play especially can support children to develop good attitudes to learning and the positive impact it has on every area of children's development, as well as reducing barriers to learning. Through child-led play there is a strong focus on the process of learning for each child and, as a result, children are made to feel valued and respected as individuals.

The childminder has established very secure attachments with the children in her care, and they respond positively to her reassurance and praise as she encourages them to become increasingly independent in managing their own personal needs. Consequently, children are suitably prepared for their next stage of education, which parents are highly appreciative of, noting that the childminder ensures she teaches children essential life skills, so they are more than ready to move onto the next phase of learning.

Safeguarding
Grade - Met
<p>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.</p>
Inclusion
Grade – Expected Standard
<p>The childminder has a good understanding of her local offer and how the graduated approach is used to support children with Special Educational Needs and Disabilities (SEND).</p> <p>She uses assessment to identify gaps in learning and applies her professional knowledge to make adjustments to the setting and/or her teaching in order to meet the needs of individual children. This, however, could be further improved through the use of visuals to enable non-verbal children to communicate their needs more effectively.</p> <p>The childminder has high expectations for all children and implements advice from specialists in order to promote this. For instance, the childminder ensures that her outdoor environment provides enough challenge for children who face barriers to developing their physical skills, whilst ensuring they are not at risk of harm. As a result, all children, regardless of SEND, make good progress and barriers to learning are reduced.</p>
Curriculum and teaching
Grade – Expected Standard
<p>The child-minder places an emphasis on developing a strong foundation for all future learning through the three prime areas of learning and provides an enabling environment that supports these extremely well. The childminder has designed her outdoor space, including a small woodland area with a 'Forest School' approach, to challenge children and encourage them to assess and take risks which consequently foster confidence, independence and resilience.</p> <p>The childminder has embedded her curriculum into her setting; it is evident what the childminder wants children to learn and achieve whilst they are in her care, and how this is implemented to ensure all children receive the best start to their education. Teaching is tailored to meet the needs of each child, informed by ongoing assessment, and the childminders ability to teach 'in the moment' means that children's interests are constantly followed and they consistently gain new knowledge and skills. For instance, when children try, unsuccessfully, to build sandcastles, the childminder uses mathematical language, such as 'more' 'full' and 'empty' to support their understanding of how to build a sandcastle with success.</p>

Achievement
Grade – Expected Standard
<p>Children’s communication and language skills are developed through stories, songs, adult narration and frequent introduction to new vocabulary. Children are exposed to open-ended questions; however, the childminder needs to allow children more time to respond in order to improve their cognitive development, language skills and confidence.</p> <p>Children make good progress from their starting points, they are consistently engaged in their child-led learning as they progress through each area of the well-established and sequenced curriculum, meaning they are ready for their next stage of education. Children receive a holistic education that effectively improves mental health, motivation to learn and social skills, which parents appreciate.</p>
Behaviours, attitudes and establishing routines
Grade – Strong Standard
<p>The childminder has embedded a harmonious and highly respectful culture that children are excited and happy to be a part of. As a result, children consistently display positive attitudes to their learning and towards each other. Parents have noticed that children’s behaviour at home is very nurturing and believe that this reflects the setting and how well children are cared for by positive role models.</p> <p>All children, even the youngest, behave exceptionally well and are supported with gentle reminders from the childminder about how to treat others, and the environment, with kindness and respect. When children become upset, the childminder addresses their feelings, improving their emotional literacy and then skilfully redirects children’s attention elsewhere, which supports behaviour management. For example, when a child is frustrated at having to wait their turn to wash their hands, the childminder encourages them to look and listen to the birds that are in the garden, shifting their attention and consequently reinstating a state of calm and engagement.</p>
Children’s welfare and well-being
Grade - Strong Standard
<p>The childminder has a comprehensive understanding of the children at her setting; she ensures their welfare and well-being is always prioritised as she responds to their changing needs. Children are consistently encouraged to become independent in managing their own personal needs, including during transition times, in which even the youngest children are given the opportunity to remove their own wellies and puddle-suits, before an attentive adult steps in to help if needed. At mealtime, children help to prepare their meals, provided by the childminder to ensure that children are always able to make and identify healthy food choices.</p> <p>The setting offers multiple opportunities to improve children’s physical health and well-being, both indoor and out. They frequently visit their ‘Forest School’ area, which enables</p>



children to gain skills such as climbing, building, digging and sliding as well as developing an understanding of, and connection to, the natural world. In addition to this, children also benefit from increased risk assessment, mental well-being, and emotional intelligence, ensuring they are developing the foundational skills that are required for life-long learning.

Leadership and governance

Grade – Expected standard

The childminder is ambitious for all the children at her setting, she is reflective of her practice and uses this to inform professional development opportunities, which she includes her assistant in to ensure a consistent approach to their teaching.

The childminder and her assistant have a positive relationship and work very well together, supporting one another and identifying areas of development that will benefit the children. Workload is manageable for the assistant, and she feels that she is well supported in her role. The childminder ensures that her assistant’s knowledge and skillset are kept up to date and this has a positive effect on the setting and, consequently, the children that attend.

Parental partnership is strong; parents appreciate the dedication of the childminder in developing their child’s learning, but also how she supports them to continue learning at home, allowing for a consistent approach. Parents describe their children as being safe, happy and confident learners, and this was demonstrated in the way that children behaved and conducted themselves, inviting me into their play and excitedly seeking out adults to share their experiences.

Prioritises for Improvement

Safeguarding
Grade - Met
Next step -
Inclusion
Grade – Expected Standard
Next step - Introduce visuals to increase communication opportunities for non-verbal children and reduce potential barriers to learning.
Curriculum and teaching
Grade - Expected Standard
Next step -
Achievement
Grade - Expected Standard
Next step - Allow children more time to answer questions in order to improve their cognitive development, language skills and confidence.
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	Kerri Dumble
Registration Number	SCA170212
Type of Provision (CM at home/50% non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both
Local Authority	Bromley
Childminder Agency Inspector	Kathryn Sparkes
Date of previous Inspection	27/01/2025
Number of children on roll	12

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