



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	27/03/2026	Previous Inspection Date:	13/12/2024
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The quality and standards of the Early Years provision:	Previous Inspection
	Good

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

What is it like to be a child at this setting

Children at this setting thrive in a warm, well-organised environment where curiosity and confidence are nurtured. Daily routines including welcome songs and shared stories, give children security and predictable opportunities to practise language and social skills. The result is children are settled and engage fully.

The childminder uses skilful questioning, repetition and praise to extend vocabulary and celebrate effort and success. Communication underpins the children's experiences. The childminder explains and describes what is happening, expertly inviting the children to contribute their ideas. For example, thinking about the weather. This encourages not only the use of language but also the children to work together to identify what they see and select appropriate images for display.

Activities consistently build on real experiences. For example, farm visits become role-play and mark-making. The well-resourced activities ensure all areas of the Early Years Foundation Stage are addressed and encourage the children to explore all areas of their development. For example, outdoor games with balls and water promote problem-solving and coordination. The result is children increasingly able to express ideas, collaborate with peers and meet developmental milestones with sensitive, informed support.

Staff model curiosity and kindness, helping each child to flourish.

Independence is promoted through everyday tasks such as the children putting on coats and shoes with minimal help.

Strong daily communication with parents and suggested activities, ensure continuity between home and setting.



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 STRONG STANDARD
Children's needs are identified and addressed through careful observation and working with the families. The childminder uses family information to shape learning for example planning cultural celebrations including Polish festivals. Resources and books are provided to support learning at home and reinforce the progress made at the setting. Concerns are discussed with parents and, when needed, advice is sought from external services. Parents receive regular updates and value this partnership. Short-term intentions are included in weekly planning and termly trackers record progress. Language and communication underpin practice, and the childminder models pronunciation and repeats vocabulary to support this. A reflective practitioner the childminder is undertaking further training to be able to further support the children in this area. Interventions are purposeful and linked to children's interests, such as farm play and caterpillar activities. Timely, sensitive interactions reducing barriers to learning and help children to participate and progress every day.
Curriculum and teaching
Grade STRONG STANDARD
The curriculum is well sequenced, rooted in children's interests and consistently implemented so that learning is meaningful and progressive. The childminder plans experiences that build on real events and children's curiosity. For example, farm visits are developed into role-play, mark-making and themed discussions that extend vocabulary and deepen understanding. Teaching is characterised by modelling language, skilful questioning and timely repetition to secure new words and concepts. Resources are adapted to meet individual needs. Practical, hands-on activities both indoors and outdoors, such as water play, painting and ball games help develop coordination, problem-solving and early mathematical thinking. Weekly short-term intentions identify next steps for individuals and shape focused activities that address identified gaps. The childminder checks progress through observations and termly trackers and uses this information to refine planning. Work samples, weekly plans and observed group times show that children make steady gains and are well prepared for the routines and learning of school.
Achievement
Grade STRONG STANDARD
Children make clear, steady progress from their starting points and are well prepared for the next stage of learning. They demonstrate curiosity, answer questions and sustain

attention during focused activities. For example, children exploring capacity with different containers show emerging mathematical understanding.

Termly trackers and samples of children's work indicate that most children meet expected developmental milestones in communication, personal, social and physical development. Targeted, interest-linked interventions support those who need extra help, and parents receive regular updates and shared targets which reinforce learning at home. As a result, children leave the setting socially confident, curious and ready for school routines.

Behaviours, attitudes and establishing routines

Grade STRONG STANDARD

Expectations for behaviour are consistently modelled and reinforced so that children learn to manage themselves and cooperate with others. The childminder uses calm redirection, simple consistent language and distraction techniques to support positive behaviour. For example, "Can you put that in the box for me and then sit with the others?" Instructions are firm but kind and are repeated when needed. This gives them clear, manageable steps to follow.

Daily routines are predictable and embedded. Children practise turn-taking during group times and manage snack and dressing routines with increasing independence. Praise and encouragement are used purposefully to build resilience and confidence. The children respond quickly to instructions, share resources and offer comfort to peers. These consistent approaches promote a respectful, well-ordered environment in which children feel safe to try new things and develop social skills. Parents report that children are eager to attend and that attendance is excellent. Clear procedures are in place should concerns arise, reinforcing a safe, respectful and well-ordered setting.

Children's welfare and well-being

Grade STRONG STANDARD

Children's welfare is prioritised through careful organisation of the environment and well-managed daily routines. Indoor and outdoor areas are secure, comfortable and accessible, with appropriate sleep, nappy-changing and hygiene arrangements in place. Regular safety checks and emergency-drill practice help children learn about personal safety.

The childminder notices small changes in children's health and responds sensitively, discussing concerns with parents and offering reassurance and choices that calm children. Mealtimes are calm, social occasions where staff supervise closely, modelling good manners and supporting self-care. This helps children to regulate emotions and form trusting relationships. Frequent outdoor play and visits to local parks and play-groups support physical development and wellbeing. While quiet, cosy spaces enable children to rest and recover when needed. As a result, children feel secure, are able to express emotions appropriately and develop independence in self-care.

Leadership and governance

Grade STRONG STANDARD

The childminder demonstrates reflective practice and a clear commitment to improvement. She keeps a written evaluation form and termly trackers to review outcomes and identify training needs. Training is purposeful and targeted. For example, speech and language training has been planned to strengthen early language support.



Professional relationships are strong. The childminder attends monthly network meetings and maintains links with local services to share practice and access advice. Parental communication is regular and respectful. Daily conversations, clear progress updates and shared targets ensure parents feel informed and involved. The childminder responds to parental wishes, such as not publishing photos on social media, which builds trust.

Decision making is evidence based. Observations inform short-term intentions, training is chosen to address identified gaps, and progress is monitored to check impact. As a result, practice is improving, parents are confident, and children benefit from consistent, well-informed care and purposeful next steps.

Prioritises for Improvement

Safeguarding
Grade MET
Next step -
Inclusion
Grade STRONG STANDARD
Next step -
Curriculum and teaching
Grade STRONG STANDARD
Next step -
Achievement
Grade STRONG 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 STRONG STANDARD
Next step -
The childminder should focus on creating a transformational impact on the outcomes and experiences of children.



Name of Childminder	Shannon Russell
Registration Number	SCA
Type of Provision (CM at home/99% non-domestic premises, CODP, CWDP)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers
Local Authority	Suffolk
Childminder Agency Inspector	Catherine Laird
Date of previous Inspection	13/12/2024
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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