



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	24/03/2026	Previous Inspection Date:	30/01/2025
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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	Expected Standard
Children's welfare and well-being	Expected Standard
Leadership and governance	Expected Standard

What is it like to be a child at this setting

Children enjoy being at the childminders setting and parents feel reassured as they leave, safe in the knowledge that they are very happy to be there. Children show they feel safe and secure in the childminders care as they seek her out for comfort and excitedly share their learning experiences with her, displaying positive attitudes to learning from a young age.

All children, including those who may face barriers to their learning, develop appropriate knowledge and skills as they progress through the early years' curriculum, so they are well prepared for the next stage of their learning. The childminder uses assessment effectively to identify gaps in children's knowledge and tailors her teaching to ensure barriers to learning are reduced and children can achieve their individual next steps.

The childminder knows the children well and collaborates with parents to ensure her curriculum is inclusive, instilling a sense of belonging for each child. Consequently, children feel valued and respected and develop positive relationships with the childminder and each other. Parents are pleased with the care provided by the childminder and value the activities and outings their children participate in. These experiences encourage development in the prime areas of learning, help the children better understand the world around them and contribute to their cultural capital.



Safeguarding
Grade
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 supports children with English as an Additional Language (EAL), well. For example, she uses books from cultures that reflect the needs of the children at the setting, incorporates words in other languages into daily practice and simplifies her own use of language, allowing children to gain a better understanding of English words. As a result, children are developing a sense of belonging at the setting, which parents appreciate. The childminder recognises her responsibility in supporting children who face barriers to their learning, including those with Special Educational Needs and/or Disabilities (SEND). She understands the relevance of using ongoing assessment to identify children's changing needs, so barriers to learning can be reduced quickly. In addition to this, the childminder demonstrates good knowledge of how the graduated approach can be applied to her practice and the importance of working in partnership with parents and external professionals to best support the needs of the child, so that all children can make good progress.
Curriculum and teaching
Grade - Expected Standard
The childminder has developed an inclusive setting which recognises and promotes equality and diversity; however, she should increase the variety of multicultural and diverse resources and activities she provides. This will allow children to gain a deeper understanding of their similarities, differences and what makes them unique. The childminder has a good understanding of her curriculum and what she wants children to learn. She ensures that teaching is sequential and encourages children to revisit their previous learning as they gain new knowledge, so they develop a concrete understanding of what is being taught. For instance, the childminder provides stories, with props, to continue children's learning about the life cycle of butterflies, and prompts children throughout to recall their knowledge of the settings own butterfly garden, relating this to the story. Consequently, children are given the opportunity to consolidate their learning and build upon the knowledge they already have, deepening their subject understanding.



Achievement
Grade - Expected Standard
All children, including those with potential barriers to their learning, make good progress and the effective use of assessment means that their next steps are identified and met swiftly so they are ready for the next stage in their learning. Children demonstrate this as they listen and respond positively to the childminder and are able to follow her instructions. Children's language skills are promoted consistently through frequent gentle interactions with the childminder, in which she introduces new vocabulary and ideas that support communication. Children are also provided with a range of stories and songs, supported by the use of props which encourage them to remain engaged in their learning.
Behaviours, attitudes and establishing routines
Grade - Expected Standard
The childminder is a good role model who has high expectations for children's behaviour and uses appropriate behaviour management strategies that ensure conflict is resolved and children remain engaged in their play. For instance, when guiding children in sharing resources, the childminder provides clear explanations regarding the impact of their actions on others, addresses the children's emotions, and fosters an understanding of fairness and mutual respect. However, the childminder should introduce visuals to strengthen children's understanding of expectations, routines and transition times, which will help to consistently promote positive behaviours. Children are engaged in their play, often displaying high levels of fascination and curiosity, which contributes to the development of positive attitudes towards their learning. They regularly invite the childminder into their play to share experiences with her, demonstrating the trusting and respectful relationships which have been established. Parents are grateful for the caring and nurturing environment that the childminder has created and even gifted her a Mother's Day card, which reflects the positive relationships she has with the children.
Children's welfare and well-being
Grade - Expected Standard
Children consistently demonstrate that they feel happy, safe and secure in the childminders home. They frequently seek her out for cuddles during and enjoy being in her presence as she plays, reads and sings songs with them. Children are encouraged to be independent in managing their own personal needs and hygiene practices are promoted



so that children are developing an understanding of how to keep themselves healthy. The childminder prioritises safety and is teaching the children to become increasingly independent in managing their safety also. For instance, when the children are using the trampoline, they know the rules the childminder has established and demonstrate their understanding of these as they play.

The childminder provides a healthy diet for the children and discusses food choices with parents to ensure consistency that will develop children's understanding of making healthy choices. At mealtimes, children's social skills and manners are promoted through role modelling and positive reinforcement, fostering children's sense of well-being and self-esteem.

Leadership and governance

Grade - Expected Standard

The childminder has a good understanding of the settings' strengths and what areas for improvement would benefit the children that are currently in her care. However, the childminder should increase her uptake of professional development opportunities, ensuring they are aligned with the improvement priorities of the setting, to help create a positive impact on all children.

The childminder has strengthened the ways in which she shares information with parents, ensuring that they are involved with their child's learning and progress and how they can support this at home. As well as completing daily diaries and sharing children's progress tracking forms, the childminder offers termly progress reports, which allow for the two-way sharing of information between the setting and home. The childminder understands the importance of sharing information flexibly and works with parents to accommodate each family's specific needs and this has had a positive impact upon children's learning.



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 increase the variety of multicultural and diverse resources and activities she provides, to further develop children's understanding of their similarities, differences and what makes them unique.
Achievement
Grade - Expected Standard
Next step -
Behaviours, attitudes and establishing routines
Grade Expected Standard
Next step - The childminder should introduce visuals to strengthen children's understanding of expectations, routines and transition times, which will help to consistently promote positive behaviours.
Children's welfare and well-being
Grade - Expected Standard
Next step -
Leadership and governance
Grade - Expected Standard
Next step - The childminder should increase her uptake of professional development opportunities, ensuring they are aligned with the improvement priorities of the setting.



Name of Childminder	Rachel Williams
Registration Number	SCA170207
Type of Provision (CM at home/99% non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Early Years Compulsory
Local Authority	Buckinghamshire
Childminder Agency Inspector	Kathryn Sparkes
Date of previous Inspection	30/01/2026
Number of children on roll	2

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