



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	22/6/26	Previous Inspection Date:	19/3/25
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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	STRONG 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 at the setting are happy and confident. Parents comment about how happy children are to attend the setting and how much they enjoy spending time with the childminder.

The childminder provides settling in visits for all families. She gathers lots of information regarding children's care and learning and this helps her to provide well-tailored care and education from the very beginning. The childminder is responsive to children's needs. She provides comfort and reassurance when needed, such as, when children trip over. This helps children to feel welcomed, develop a sense of belonging and to build secure and trusting relationships.

Typically, children make continued progress in their learning. They access a range of learning opportunities and experiences. For instance, the childminder provides opportunities for children to practice their fine motor skills. They practice using a range of tools and use pencils to develop the pincer grip. Additional learning opportunities teach children the skills they need in preparation for school, such as using the toilet independently, washing own hands and listening.

Consistently embedded routines and boundaries, teach children exactly what is expected of them and promotes positive behaviours throughout the setting. Children learn about emotions and the impact their behaviours have on others. Furthermore, they learn to



communicate their feelings with peers enabling a high standard of social interactions from a young age.
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 understands how to make referrals to relevant agencies, such as, speech and language therapists. She shares information with parents and together they make the best decisions for children. At times, the childminder uses advice from other professionals to help and support children in the setting. For example, she uses pictures and visual aids to support children's communication development. The childminder has a secure understanding of children's progress. For example, she completes regular tracking of children's development which helps her to set appropriate and challenging next steps in learning. The childminder has attended relevant training that has helped develop her own knowledge of how to support children with special educational needs and/or disabilities. Generally, her knowledge and skills make a positive difference to children. Typically, the childminder understands how funding should be spent to support children's individual needs. A more accurate approach to funding, ensuring it is utilised well to guarantee a sustained difference to children's experiences would be beneficial.
Curriculum and teaching
Grade STRONG STANDARD
The childminder has a clear intent for children's learning. For example, during a sensory activity the childminder focuses on developing children's language and communication skills. She initiates conversations, models words and asks questions. Children are responsive and eager to join in, demonstrating their love and enthusiasm for learning. The childminder reads to children. She narrates stories, talks about the pictures she can see and asks questions to encourage children to share their own ideas. Children demonstrate their high levels of engagement as they listen carefully. Additionally, children choose their own books to look at independently. Young children turn the pages and look carefully at the pictures in front of them. Older children begin to use the pictures to help them tell their own stories, demonstrating their confidence and literacy skills.



The childminder incorporates mathematical skills into learning opportunities to help children build the foundations of their mathematical knowledge. For example, children count the worms in the tray, they talk about the different sizes using words such as, 'big' and 'small'. Additionally, they learn colours and patterns during their play.
Achievement
Grade EXPECTED STANDARD
At times, support for children with special educational needs and/or disabilities receive is targeted at progress inside the setting and does not always consider how children will cope in a new setting or future scenarios, particularly transitions to school. That said, young children demonstrate their love of stories and books as they choose a book to look at independently. They confidently turn the pages and point to the pictures they can see. Children thrive and develop important social and language skills during make-believe play. They enjoy making pretend tea and dinner for others, sharing resources and encouraging others to join their play. Children develop their skills in preparation for school. For example, they learn how to interact with peers, showing empathy and high levels of respect. They develop important listening skills, which enables them to listen and follow instructions very well.
Behaviours, attitudes and establishing routines
Grade STRONG STANDARD
The childminder provides clear boundaries and rules for children. This helps them understand what is expected of them and is demonstrated through children's play and interactions. For example, children follow well-embedded routines, tidying up and washing their hands without being asked. Children engage in their own choice of play. For example, children choose to build and balance with the blocks. They concentrate and focus their attention well, showing determination to achieve their own goals. The childminder provides consistent opportunities to develop children's confidence and self-esteem. For example, older children are given responsibility of handing out drinks and bowls in preparation for snack. They are proud of themselves for being helpful and this is reflected in their social interactions as they are kind and respectful to their peers. Children join in group activities together. They share resources and are respectful to their peers. Furthermore, children join together during free play, sharing pencils as they draw pictures and building towers together with the bricks.
Children's welfare and well-being
Grade STRONG STANDARD
The childminder teaches children about healthy and unhealthy foods. She shares information with children and talks about the impact that different foods have on their



bodies. For example, children understand that eating too many biscuits can cause cavities in their teeth. Additionally, the childminder encourages children to make their own healthy choices during mealtimes. Furthermore, children learn to sit at the table and the childminder encourages children to use their good table manners, such as sitting correctly on their chair and using please and thank you.

Leadership and governance

Grade EXPECTED STANDARD

Generally, the childminder is reflective of her practice. Alongside her co-childminder she recognises areas for improvement. For example, together they identify that open ended questions should be used more to support children's critical thinking skills. The childminder attends training to extend her skills and knowledge and this is reflected in her practice and has an overall positive impact on children's learning.

The childminder promotes home learning opportunities for children, by sharing consistent and regular information with parents. She shares up to date progress and next steps and this supports ideas that parents can provide at home.

Prioritises for Improvement

Inclusion

Grade EXPECTED STANDARD

Next step - The childminder should develop her understanding even further of how to use additional funding to make a demonstrable difference to the opportunities and experiences of all children.

Achievement

Grade EXPECTED STANDARD

Next step - The childminder should ensure that decisions made and the support provided for children, particularly those with special educational needs and/or disabilities, considers future impact, experiences and school readiness.



Name of Childminder	Rebecca Chambers
Registration Number	SCA170219
Type of Provision (CM at home/99% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Leeds
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	19/3/25
Number of children on roll	9

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