



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	23 rd February 2026	Previous Inspection Date:	20 th November 2024
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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

The childminder has created a warm place where children are happy. Children make friends and excitedly call for each other to play, while they laugh together and playing peek-a-boo. The childminder takes time to get to know the children and is flexible with their transitions when they start. For example, when children take a while to settle, she does not put pressure on them, but uses what she knows about the children to support them, such as reading them stories and getting out resources they are interested in.

The environment is set up in a way to encourage children to make choices around their play and build on their independence. There is a large selection of books that children can explore. Children enjoy developing their imagination and communication skills by using play phones to talk to each other, later they explore the play kitchen and pretend to Hoover the floor. The childminder sets up small activities for children to use, such as a farm small world set, children explore the different animals which leads to conversations around going on visits to the farm with their families.

The children are well understood by the childminder, when children's speech is less clear, the childminder can still identify their wants and needs and will repeat the word back to the child clearly. This helps build on the children's communication and sound pronunciation.

Children have access to a wide range of experiences to further their development. The childminder takes children to regular play groups, where children learn to socialise with other children. They have regular walks to country parks, where they can develop their physical development. Additionally, the childminder takes children to weekly forest school groups, where children learn about the world around them and get to explore the outdoors. The childminder is mindful that some children attend part time, therefore she changes the days she attends the groups, to ensure all the children get the chance to experience these things.

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 has created an inclusive setting. The environment is set up to ensure all children can access and play with different resources. For example, when children are mark making at the table, children can access different size pens, scissors and stamp cutters. This means that children at different stages of their development can take part and learn together.

The childminder has systems in place to track that children are making consistent progress in their learning, this means that she can quickly identify any delays or gaps and therefore support the children and families to close the gaps. The childminder has good knowledge around what support she could receive from outside agencies, such as speech and language therapist and would complete referrals when it is needed.

The childminder knows her children well, she knows what their needs are and uses additional funding such as EYPP well to reduce barriers to these children's learning and wellbeing. For example, she uses EYPP so children can attend regular Forest Schools sessions to promote these children's wellbeing and broaden their experiences.

Curriculum and teaching

Grade – Expected Standard

The curriculum is designed by the childminder to cover all 7 areas of learning, with a large focus on developing their confidence and independence. The childminder knows what the children already know and plans activities and experiences to develop their knowledge further.

Children's personal, social and emotional development is supported well. The childminder has created a place where children feel safe and happy. The childminder and children sing



songs while they wait for their lunch, this helps develop children's communication and language skills. Mathematics is also taught to children through their play. For example, the childminder models mathematical language around size while children fill and empty handbags while playing dress up.

During planned activities, the childminder gives appropriate levels of support based on the children's age. Children use large tweezers to pick up small animals and move them into different bowls, when children show they are struggling with how to squeeze the tweezers, the childminder models it with her own pair and talks them through what to do, children copy and can completed it themselves after. This shows teaching is effective and children's skills are being developed well. However, during free play, the childminder does not consistently use opportunities to extend children's learning in the moment.

Achievement

Grade – Expected Standard

Children make progress across all areas of learning and are suitably prepared for the next stage of their development, such as for preschool. Children have built on their knowledge and skills since their starting points. Children have built strong relationships with the childminder as well as each other. Children have developed their communication skills to be able to interact with others as well as express their own wants and needs.

The children are developing a growing curiosity around the environment and the world around them. As well as developing resilience to keep trying at something when they face challenges. These skills will support them as they transition through different stages of life.

Behaviours, attitudes and establishing routines

Grade - Expected Standard

Children behave well in the setting. The childminder is a positive role model and teaches children to be kind towards each other. When children do have disagreements over sharing toys, the childminder deals with it in a calm and age-appropriate way, and reminds the children that they must take turns, and offers positive praise when children do share. The childminder also uses language around emotions at this time such as 'they will feel sad if they cannot have a turn'. This helps support children understand emotions and the effects their behaviour has on others, the praise after promotes positive choices around their behaviour.

The childminder knows what the children's current interests are and plans activities that link to it. For example, when children have a big interest in cars and trucks, the childminder gets out cars and books about different vehicles for children to explore. This means that children are more engaged in the activities and develop a positive attitude to learning.



The childminder understands the importance of attendance and punctuality. She has policies in place to promote good attendance and shares these with families. This helps families know what is expected and establishes good habits for the future.

Children's welfare and well-being

Grade – Expected Standard

Overall children's welfare and wellbeing are promoted well. The childminder has created a place that children can enjoy, play and learn. The childminder has developed warm and positive attachments with the children, and she knows each child well and responds promptly to their individual needs. This helps children develop a secure sense of belonging at the setting.

Healthy lifestyles are encouraged by the childminder. She offers children a range of healthy foods at mealtimes and educates parents on healthy foods in the children's lunch boxes, children only drink water at the setting. This means children's oral health is also supported. Children have access to daily fresh air and go on regular walks to local parks and forest schools to run around, move their bodies as well as learning about nature.

The childminder uses mealtimes as a social time for children to chat and develop social skills. Children talk about the foods they like and don't like, and kindly hand each other their drink bottles. Hygiene practices are in place to help prevent the spread of infections before children eat. However, the childminder does not consistently use this opportunity to develop the children's independence or self-care skills.

Leadership and governance

Grade – Expected Standard

The childminder is reflective. She can identify her areas of strength as well as areas for development by regularly completing self-evaluation forms. This helps her see what areas she needs to improve. She also undertakes regular training to further her knowledge. For example, she attends different courses around the changes to the Early Years Foundation Stage Framework, this means she is aware of any changes and ensure she meets the legal requirements to keep children safe and ensure children are learning.

The childminder engages in a positive way with parents and other professionals to ensure she supports children's wellbeing and learning. Parent's comment that they are very happy with the level of care their children receive. The childminder shares updates with parents as well as the children's next steps, this helps parents feel included and involved in their children's learning. When children attend an additional setting, along side the childminders, the childminder works excellently with them to share information and share joint targets for the children to achieve. This means that the children's care and teaching is consistent across different settings. The childminder also spends time at the preschools that children will be moving too, this helps with children's transitions and enables children to settle quickly when they start.



Prioritises for Improvement

Safeguarding
Grade MET
Next step -
Inclusion
Grade Expected Standard
Next step -
Curriculum and teaching
Grade Expected Standard
Next step - Enhance the quality of teaching by furthering training around extending children's learning in the moment.
Achievement
Grade Expected Standard
Next step -
Behaviours, attitudes and establishing routines
Grade Expected Standard
Next step -
Children's welfare and well-being
Grade Expected Standard
Next step - Enhance opportunities to develop children's independence and selfcare skills during mealtimes.
Leadership and governance
Grade Expected Standard
Next step -



Name of Childminder	Victoria Pinney
Registration Number	SCA170218
Type of Provision (CM at home/CM at home with 99% non-domestic premises/CWDP/CODP)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers
Local Authority	West Northamptonshire
Childminder Agency Inspector	Jessica Copson
Date of previous Inspection	20/11/2024
Number of children on roll	8

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Suffolk Childcare Agency

High Street

Wickham Market

Woodbridge

Suffolk

IP13 ORD

T: 01728 746970

E: hello@scachildcare.co.uk

W: www.scachildcare.co.uk