



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	18/11/24	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	OUTSTANDING	N/A	
Quality of Education	OUTSTANDING	N/A	
Behaviour and Attitudes	OUTSTANDING	N/A	
Personal Development	OUTSTANDING	N/A	
Leadership and Management	OUTSTANDING	N/A	

What is it like to attend this Early Years Setting?

Children are welcomed into the setting. They are greeted by personalised boxes for their shoes and coats, each labelled with a photograph of themselves. This fosters an excellent sense of belonging. This feeling is embedded throughout the setting, with pictures of the children on wooden blocks, on road maps for toy cars, and on a welcome poster. Children are celebrated and included, making them feel like part of the family.

The childminder adopts a very child-centred approach. Children are encouraged to be themselves as they explore, develop, and learn in a calm and relaxed environment. With a passion for outdoor learning and connecting children to nature, the childminder ensures regular access to outdoor play and trips to outdoor playgroups. This allows children to thoroughly explore the world around them to gain a deeper understanding.

Indoors, the childminder provides different areas for play, each with a clear purpose behind the chosen resources and activities. This ensures that play is purposeful and that the environment supports and challenges children to a very high standard. For example, the child-accessible craft station includes a variety of resources suited to different abilities, such as large egg-shaped crayons, thick crayons, and thin pencils, supporting children's different stages of learning exceptionally well.

What does the Early Years Setting do well, and what does it need to improve on?

The childminder has clear intentions for children's learning. She uses regular assessments to identify gaps in their development and uses this information to plan the children's next steps. Additionally, she takes swift action to contact other professionals to support children even further. For example, speech and language therapists. This helps close developmental gaps and support children's continued progress. The childminder has high expectations of the children, and as a result, they make exceptional progress.

The childminder communicates brilliantly with children, and this helps develop their communication and language skills to a very high standard. The childminder uses reading opportunities and engages children with story bags to achieve this. Additionally, when singing nursery rhymes she uses prompts such as animal pictures engaging children and maximising their learning.

The childminder has a strong understanding of children's behaviours and recognises the reasons why children's behaviour may change. This helps children to feel happy and engaged in their play. When children begin to lose interest in an activity, the childminder quickly identifies this and re-engages them. For example, she introduces a story, which supports children's engagement and fosters an early love of reading.

Parents provide packed lunches for the children, and the childminder uses this as an opportunity to promote healthy eating habits. She has open conversations with parents about what children are enjoying eating at the setting, and she organises healthy eating weeks, where children enjoy trying different foods. A list of these foods is also shared with families to encourage healthy habits at home, a good example of the childminder's fantastic partnership working.

The childminder encourages children to wash their own hands, put away their shoes and coats, and pour their drinks at lunchtime. These activities promote children's independence very well and help them become well-prepared for school, aligning with one of the childminder's important aims for the setting.

The childminder uses training to support her professional development. The training she selects is based on her interests or identified as an area for improvement. The childminder regularly reflects on how the training impacts her practice and the setting and this helps her to provide an outstanding quality of care and education.

Parent partnerships are outstanding. The childminder takes time to get to know each family and works with them individually while also providing opportunities for families to meet and foster a close community feeling. For example, she hosts Christmas parties where parents and children can socialise. The childminder is also empathetic to how busy parents can be and creates a safe space for them to take a few minutes each day for themselves, by using the bench in front of the house. This supports parents and carers well-being exceptionally well.

Parents comment on how happy children are at the setting and the excellent communication in place. They express gratitude to the childminder for the wonderful experiences she provides and the exceptional care that children receive. Furthermore, they comment on the fantastic progress that children make when attending the setting.



Safeguarding

The childminder has excellent knowledge of safeguarding. She is aware of the signs and symptoms to look out for and understands the actions she must take if she has any concerns. She also understands the procedures to follow if an allegation is made against her. Additionally, the childminder is knowledgeable about broader safeguarding issues, such as female genital mutilation and radicalisation.

The childminder carries out robust risk assessments for the setting and any outings she plans. This includes carrying emergency cards and having a clear procedure in place to ensure car safety. She also teaches children to keep themselves safe when out, by speaking aloud to them as she assesses the risks.

Inspection Activities

- The inspector was given a tour of the setting.
- The childminder completed a learning walk and shared with the inspector what she wants children to learn.
- The inspector spent time observing the childminder and the children.
- The inspector and childminder completed a joint observation.
- The inspector looks at relevant paperwork.
- The inspector and childminder discussed the progress of children at the setting.

Name of Childminder	Victoria Wall
Registration Number	SCA170187
Type of Provision (CM at home/50% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Peterborough
Childminder Agency Inspector	Jessica Copson
Date of previous Inspection	18/11/24
Number of children on roll	8

Company number 10198664
Company Name Suffolk Childcare Agency



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