



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	06.02.2025	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Requires Improvement	N/A	
Quality of Education	Requires Improvement	N/A	
Behaviour and Attitudes	Requires Improvement	N/A	
Personal Development	Requires Improvement	N/A	
Leadership and Management	Requires Improvement	N/A	

What is it like to attend this Early Years Setting?

Children are confident and emotionally secure because the childminder helps them to build trusting relationships with her. She provides a safe and welcoming environment for them to play in. Parents report that children settle quickly when joining the setting and are always happy at drop off and pick-ups.

Partnership with parents is effective and the childminder goes above and beyond, to support parents. She is flexible with her childcare arrangements which parents fully appreciate. For example, when parents travel arrangements change and trains are late the childminder is accommodating of the later pick-ups knowing their children are safe.

Children appear content and happy and display good behaviour and respect. For example, the children gently pat the family dog and understand they must use gentle hands.

When children show signs of frustration or lack interest in the toys and equipment, the childminder provides additional toys without recognising that children may need support to engage in meaningful play. Additionally, the childminder has not adjusted the environment to allow all children to independently choose and select resources. Furthermore, children's levels of concentration and curiosity are low, which affects their ability to develop resilience.

The childminder acknowledges children's feelings, for instance, when toddlers reject a toy by shaking their heads, the childminder offers an alternative object. This supports the child's ability to build self-esteem.

Children benefit from some interactions with the childminder at nappy changing times. She talks to them during the routine. Children babble in response demonstrating secure relationships with their key person.

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

The childminder makes the routine mealtimes a sociable event. The childminder and children sit together, and children are placed in highchairs if appropriate for their age. The childminder feeds children with a spoon and this limits their opportunities to be independent and develop a 'can do' attitude.

The childminder does not fully understand the learning and development requirements. Children enjoy their time with the childminder, and she provides some suitable interaction and support. However, she does not always fully extend children's learning through planned purposeful play. For instance, when a child plays with cars and lines them along the shelf the childminder misses opportunities to develop skills beyond a repetitive play process.

The childminder shares books with children commenting on the pages and slowly turning the pages. The children have favourite books and smile as they recognise familiar characters. Adults share books, but children miss independent access opportunities because books are not easily accessible to them.

During adult-led activities the childminder talks to the children and names objects on the puzzle pieces, and she repeats words to develop their early communication and language skills. However, levels of engagement and curiosity are low which limits children's ability to build resilience. Furthermore, the childminder is not using observation and assessment effectively to inform children's next steps of learning.

The childminder spends a large amount of the day taking children to various places of interest and activities within the local community. For example, they visit local messy play groups, soft play, playgroups, and library. This develops children's understanding of the world around them.

The childminder recently took children on an outing on the train where the guard praised the children's behaviour and offered them individual tickets which delighted the children. Children learn about the world around them and develop an understanding of the wider community.

Children develop their physical skills in the outdoor area and on regular visits to the park and local outdoor areas.

The children have opportunity to listen to music and dance and show delight as they move to music. The childminder supports further song times at the local groups they attend, promoting sharing skills with song props as part of a larger group.

The childminder evaluates some aspects of her practice and collaborates with other professionals to develop her skills. However, she has not thoroughly identified all areas of her practice that require development, which limits children's opportunities to achieve their next developmental milestones.

Safeguarding

The arrangements for safeguarding are effect.

The childminder updates her own knowledge and understanding of safeguarding practices on a regular basis which ensures children are safe in her care.

The childminder has a good knowledge of how to identify signs of abuse and report any concerns she has in a timely manner. Furthermore, the childminder has a wider knowledge of how to keep children safe. For instance, she understands how to report concerns that a child may be at risk of radicalisation or female genital mutilation and more.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider must:

- Ensure partnerships with other professionals fully support children's ongoing developmental needs and offer a continuous approach to learning.
- Raise the quality of teaching to provide children with purposeful and challenging learning experiences to help them make satisfactory progress.

To further improve the quality of the early years provision, the provider should:

- Develop the use of self-evaluation to identify key areas and professional development needs to improve the practice and the quality of the provision for children.
- Organise resources to help children make their own choices to develop their independence skills further.



Inspection Activities

- Parents shared their views of the setting with the inspector.
- The childminder shared relevant documentation with the inspector.
- The childminder gave the inspector a tour of the premises and discussed the curriculum offered and what she wants the children to learn.
- The inspector conducted a joint observation with the childminder.
- The inspector observed the interactions between the staff and children.
- The inspector monitored the quality of education provided indoors and evaluated its impact on children's learning.



Name of Childminder	Dina Simmonds
Registration Number	SCA17023
Type of Provision (CM at home/non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both Registers
Local Authority	Surrey – Mole Valley
Childminder Agency Inspector	Sarah Seymour
Date of previous Inspection	N/A
Number of children on roll	2

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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