



QUALITY ASSURANCE INSPECTION REPORT

| | | | |
|------------------|------------|---------------------------|-----|
| Inspection date: | 21/05/2025 | Previous Inspection Date: | N/A |
|------------------|------------|---------------------------|-----|

| 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 exceptionally well cared for and safe at this nurturing, yet vibrant setting. The childminder and her assistant are always enthusiastic, and the setting is one of joy and happiness. The childminder has established very secure relationships with children and their families, and she greets them eagerly upon arrival. As a result, children settle quickly and are excited to start their day where they flourish in this exciting and inspiring environment. The childminder and her assistant are wonderful role models for children. They are highly engaging and attentive to individual needs. Each child is valued as the childminder understands the importance of giving children the best possible start in their early education. She collects thorough information about children before they start at the setting to identify their starting points and uses these along with her own assessment to tailor her teaching to each child's developmental needs.

Parents are very appreciative of the childminder and delighted at the care that she provides describing her as "incredibly professional". They feel a strong sense of partnership with the childminder as they describe her face-to-face parents' meetings as going "above and beyond". Furthermore where children require additional support the childminder actively involves parents in preparing an individualised support plan for their child ensuring links between home and her setting. Parents are also involved in the referral procedure to other professionals. This empowers parents to be involved in their children's learning and development and as a result children make excellent progress.

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

The childminder has a robust knowledge and understanding of child development and the early years framework. She uses that secure knowledge to plan a well-considered and ambitious curriculum that meets the needs of all children in her care. The childminder

provides inspiring and enriching activities which are linked to the children`s ages and stages of development. She has a clear vision of what she wants children to learn using their next steps for guidance. For instance, tweezer activities are incorporated to help children develop a preference for their dominant hand, and mark making opportunities are provided in the garden to help develop emergent writing. Furthermore, the childminder expertly blends children`s interests into her curriculum. For instance, children`s fascination with tadpoles is used as a theme for an ongoing topic. Children enjoy watching the tadpoles grow at the local pond and enjoy activities to replicate those life cycles back at her home such as “frogs sitting on logs” and pretend frogspawn in the water play. As a result, children are highly engaged and are motivated to learn.

Children learn at their own pace, as the childminder skilfully blends a mixture of child led learning, adult led activities, and in the moment planning. Children delight as they find a large spider in the garden during a bug hunting activity and are excited to investigate as they place it in the bug pot, before letting it crawl on their hands. This then develops into a mathematical activity as the childminder supports children to count its legs, and then further develops into a literacy activity as children sing songs about spiders.

The childminder is committed to enhancing children`s learning experiences. She takes them on trips to the local woods which fosters a love of nature and supports the children`s learning through hands on forest school style activities. This is beneficial for the children as it provides a holistic approach to their learning enhancing their physical, social, and emotional wellbeing.

Children learn essential emotional literacy skills as they are taught to be kind and respectful to one another. They learn the rules and boundaries from an early age and take turns as they fetch the “rainbow timer” equipping them with the tools to self-regulate in their desire for an immediate turn. This teaches children to develop positive relationships with their peers and reinforces desired behaviours within the setting. Children feel further supported through their family books which the childminder provides for each child and which they can use to help them self-regulate when needed.

The childminder promotes equality and diversity within her setting as children learn about different cultures and celebrate festivals together. Children regularly visit their local care home where they have built close bonds with the residents knowing all their names and ages. Children enjoy participating in intergenerational activities together such as singing songs which teaches children about their wider community and to be accepting of others.

Children develop a passion for books and stories as the childminder ensures that literacy is an integral part of children`s learning experiences. For example, children choose resources from a story sack to use as props throughout storytelling which are then taken into the continuous provision to ensure that learning is further embedded.

Children learn to be independent from a very young age at this setting. They pour their own drinks from a jug into their open cups, attend to their own personal care needs, and put on their own puddle suits ready for outdoor play. The childminder and her assistant



are always on hand to offer support where it is needed. This ensures that when it is time to leave the setting children are prepared for the next stage in their learning journey.

Mathematical concepts are seamlessly incorporated into children's learning as children measure their own feet with the foot measurer and count out their coins in the role play shoe shop. This also teaches children to try on their shoes to further enhance their independence skills.

The childminder understands the importance of working in partnership with other settings that children attend. She shares developmental information with them and is quick to raise any concerns due to gaps in learning ensuring that not only does she communicate with key workers but also the Special Educational Needs Coordinator (SENCo) where necessary. This ensures that early intervention takes place at linked settings enabling the best possible outcomes for children with additional needs.

The childminder is a reflective practitioner who constantly strives to improve her practice and her setting. She and her assistant work extremely well together as a team. The childminder empowers her assistant to develop professionally and as a result her assistant feels supported and valued. She too is ambitious and is also deeply committed to her work ensuring that she has a positive impact on children's early education.

Safeguarding

The childminder and her assistant understand the importance of keeping children safe. They have a good knowledge of safeguarding and wider safeguarding concerns such as female genital mutilation. They can confidently identify the signs of abuse and neglect. They understand the procedures required to report concerns and are confident to follow these when required. Phone numbers of local agencies are kept on hand for ease of referral.

The childminder and her assistant understand their responsibilities for reporting concerns or complaints about themselves to the local authority designated officer.

The childminder continually risk assesses her own property, garden, and outings to ensure that children are always kept safe whilst in her care.

Inspection Activities

- . The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- . The inspector observed interactions between the childminder and children, and her assistant and children.
- . Parents shared their view of the setting with the inspector.
- . The inspector read feedback from parents about the setting
- . The childminder and her assistant took part in a joint observation with the inspector and the childminder reflected on their practice



- . The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable for children.
- . The childminder joined the inspector on a learning walk and discussed the curriculum and ethos of the setting
- . The childminder provided the inspector with key documentation.
- . The inspector read the childminders self-evaluation form and curriculum intent.



| | |
|--|----------------------------|
| Name of Childminder | Grace Garrett |
| Registration Number | SCA170267 |
| Type of Provision (CM at home/non-domestic premises) | CM at home |
| Registers (Early Years, Compulsory, Voluntary Childcare?) | Both registers. |
| Local Authority | Nottingham County Council. |
| Childminder Agency Inspector | Rachael Groves. |
| Date of previous Inspection | N/A |
| Number of children on roll | 7 |

The Suffolk Childcare Agency (SCA) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

Interested in our work? Find out more by contacting us:

Suffolk Childcare Agency

High Street

Wickham Market

Woodbridge

Suffolk

IP13 ORD

T: 01728 746970

E: hello@scachildcare.co.uk

W: www.scachildcare.co.uk