Company number 10198664
Company Name Suffolk Childcare Agency

QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	24th June 2026	Previous Inspection Date:	03.09.25

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

Children are happy, confident and enjoy attending this welcoming, home-from-home setting. They form secure relationships with the childminder, who knows them well and responds sensitively to their individual needs. Children receive reassurance and comfort when they need it, such as after a fall, helping them feel safe and emotionally secure.

The childminder takes time to understand every child before they start and works closely with families to help them settle. Family albums help children talk about the people who are important to them, giving them a sense of belonging while also helping them recognise and celebrate that every family is unique. Children who need additional emotional support are given time and reassurance to build trusting relationships. For example, some children were initially anxious around men and gradually developed confidence through support from the childminder.

Children enjoy a wide range of meaningful experiences that broaden their understanding of the world. They learn about the life cycle of a caterpillar before spotting a butterfly outdoors, helping them connect new learning to real-life experiences. Visits to a local care home allow children to sing songs, complete crafts and build respectful relationships with older people. Trips to the beach provide experiences for children helping them explore the natural world.

Children become increasingly independent through daily routines. They serve themselves at snack time, choose healthy foods, wash their hands, tidy away after meals and develop

toilet training skills. They confidently talk about the foods they enjoy, use good manners and take pride in caring for themselves. As a result, children develop confidence, resilience, empathy and the independence they need for their next stage of learning.

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 works closely with parents to understand each child's needs and decide when extra support is needed. For example, she works with families when children need help with communication. She uses strategies such as Makaton and visual prompts to help children understand routines, express their needs and join in with activities. This helps children feel included and take part with growing confidence.

The childminder knows children well and has a clear understanding of the progress they make. She uses observations, baseline assessments and regular reviews to identify what children can already do and what they need to learn next. For example, she works with parents to support children as they move from smooth to lumpier food textures. She values children's home languages and encourages families to continue using them while introducing English through everyday play and conversations. This helps children build confidence, develop communication skills and make good progress from their individual starting points.

Typically the support the childminder provides reduces barriers to children learning and well being. However, the childminder does not always seek advice from specialists and external professionals at the earliest opportunity. This means some children may not receive timely specialist support to further enhance their learning and development.

Curriculum and teaching

Grade EXPECTED STANDARD

The childminder provides a curriculum that is based on children's interests, play and real-life experiences. She has a clear intention on what she wants children to learn and plans accordingly to help them build knowledge and skills over time. For example, children explore sand and water to develop early mathematical concepts. Children show curiosity about how objects move and float. Children take part in baking activities that promote healthy eating and independence. These experiences help children build confidence, curiosity and a positive attitude towards learning.

The childminder uses stories, conversations and everyday experiences to support children's learning across the curriculum. For example, children listen to *The Very Hungry Caterpillar* to learn new vocabulary and develop their understanding of life cycles and

healthy food choices. The childminder builds on children's learning by making links to real-life experiences, such as talking about a butterfly seen outdoors after reading the story. This helps children make meaningful connections between what they learn and the world around them.

Achievement

Grade EXPECTED STANDARD

Children make good progress from their starting points and develop early skills through practical, hands-on experiences. For example, they explore the water tray using boats and cars and talk about what they are doing. Children proudly describe, "My boat is speedy it goes fast," showing that they are using new vocabulary to describe their play. This helps children develop their communication skills and express their ideas. Children also fill and pour sand, supporting their understanding of capacity, quantity and early mathematical concepts through exploration.

Children confidently talk about their experiences and enjoy sharing events from home and the setting. For example, they talk about taking Paddington Bear home and describe what they did with their families. This helps children develop their memory, sequence events and organise their thoughts into simple conversations. As a result, children become increasingly confident communicators who use a growing vocabulary, share their ideas with others and make meaningful links between their experiences at home and their learning in the setting.

Behaviours, attitudes and establishing routines

Grade EXPECTED STANDARD

Children are happy, settled and confident in the setting. They show positive attitudes to learning and engage well in a range of activities, particularly outdoor play. Children develop independence through daily routines. The childminder sets appropriate expectations for children behaviour and attitudes.

The childminder has clear rules and routines that help children know what is expected. For example, children wash their hands before eating. They put their bowls in the sink and use "please" and "thank you". As a result, children become independent and learn to respect others.

The childminder works closely with parents to help children settle. She understands that some children need more time and uses family albums to help them feel safe and secure. This helps children build confidence and enjoy coming to the setting. They also visit a local care home, where they sing songs and complete crafts with older people. This helps children learn kindness, respect and how to build positive relationships.
Children enjoy learning and take part in activities with enthusiasm. For example, they explore sand and water, join in baking and proudly talk about taking Paddington Bear home. As a result, children become confident, curious learners who enjoy exploring, playing and sharing their ideas.

Children's welfare and well-being

Grade EXPECTED STANDARD

The childminder teaches children about healthy lifestyles through everyday routines and activities. She provides nutritious snacks and uses mealtimes to talk with children about food choices and what is good for their bodies. For example, children choose fruit at snack time and begin to talk about what they like and dislike, such as preferring certain fruits over others.

Additionally, children take part in baking activities where they explore different ingredients and begin to understand how food is prepared. This helps them develop early awareness of healthy eating and encourages curiosity about food.

The childminder also supports children's emotional wellbeing by helping them feel safe and secure through consistent care, familiar routines and nurturing relationships. For example, children use family albums to talk about their families and home life, which helps them settle and feel a sense of belonging.

Furthermore, children develop empathy and respect for others through experiences such as visiting a local care home, where they sing songs and interact with older people. This helps children begin to understand different generations and develop caring attitudes towards others.

Leadership and governance

Grade EXPECTED STANDARD

The childminder reflects on her practice and works closely with her co-childminder to identify areas for improvement. For example, she recognises the need to use more visual resources to support children's communication and language and has introduced Makaton into the setting. This helps children to understand routines, express their needs and take part more confidently in everyday activities. She regularly attends relevant training to develop her knowledge and skills and uses this learning to strengthen her practice. This has a positive impact on children's learning and development.

The childminder promotes learning beyond the setting by maintaining partnerships with parents. She regularly shares information about children's progress and next steps through daily conversations and digital communication. She also provides information about community events, childcare funding and other support available to families. This helps parents continue their children's learning at home and ensures a consistent approach between home and the setting, supporting children to make good progress.

Prioritises for Improvement

Inclusion
Grade EXPECTED STANDARD
Next step - The childminder should strengthen her relationships with specialists and external professionals at the earliest opportunity. This will support children to receive timely specialist support to further enhance their learning and development.

Name of Childminder	Jessica Lewandowski
Registration Number	SCA170248
Type of Provision (CM at home/99% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?	All
Local Authority	Leeds
Childminder Agency Inspector	Mehvish Arif
Date of previous Inspection	03.09.2025
Number of children on roll	15

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.

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