



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	20/11/25	Previous Inspection Date:	-
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Good		
Quality of Education	Good		
Behaviour and Attitudes	Good		
Personal Development	Good		
Leadership and Management	Good		

What is it like to attend this Early Years Setting?

Children are happy and settled at this lively and fun setting where the air is filled with laughter and singing. Children are confident and quickly greet visitors to their setting with big smiles on their faces. They tell the inspector their names and how old they are and quickly invite her into their play as they show her their favourite books. Children clearly demonstrate that they feel safe and secure in the welcoming environment that has been created at this setting.

Children know what is expected of them, and because of this they have positive attitudes to their learning and behave well. The co childminders work together and embed a daily routine that children know and understand. They consistently share their behaviour expectations with the children, offering gentle reminders such as 'remember, we use the chalk on the chalk board' as children freely make marks on the vertical chalk wall inside. Children respond quickly and positively to these requests.

The co childminders know their children well and can confidently talk about the progress that they have made since their starting points. They regularly track their development and use this information to plan their teaching and activities that quickly engage the children. Because of this, children make good progress across all areas of the early year's foundation stage curriculum.

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

The co childminders curriculum is well planned and sequenced. They use children's individual interest and next steps in development to plan engaging activities that are based around seasons and special occasions. For example, children recently learnt about



Remembrance Day and people that help us. They freely explored with a range of media to create their own poppy wreaths. Their knowledge was extended further as they visited a local cenotaph to lay their wreaths. Children benefit hugely from these planned experiences as they learn about the well around them.

The co-childminders generally work well with their parents and understand the importance of sharing information with them. For instance, two year checks are completed in collaboration with parents as they seek parental input into these. They regularly share important information such as healthy eating and menu ideas with parents and communicate regularly through an online application. Nonetheless, there are improvements that should be made to improve parental partnerships further. The co-childminders do not yet consistently share children's overall development with their parents or seek their input into children's developmental next steps to ensure that there is consistency in the education and care between the home and setting.

The co-childminders support children's communication and language well. Children are exposed to a language rich environment. For instance, children independently access story books, where they sit and look at the pages and 'read' to themselves. The childminder sings known nursery rhymes and songs throughout the session, where children are seen to join in. He also uses song during personal care routines to distract and support younger children. However, early communication could be further supported. Younger children, especially non verbal children need opportunities to support them to be able to express their wishes/ share their views. The childminders should consider further how to provide these opportunities such as visual time tables, now and next boards and photos of real objects to support children to further develop their communication skills.

The co-childminders provide children with plenty of opportunities to become increasingly independent in their day-to-day experiences. For example, children are encouraged and supported to do things for themselves such as at mealtimes, hand washing routines and tidying away resources when they have finished playing. This effectively supports their growing independence in self-care routines and has a positive impact on their self-esteem as they grow in confidence and independence. Children are well prepared for their next stage of learning and readiness for when they move onto school nursery.

The co-childminders continue their professional development throughout the year. This has a positive impact on the quality of teaching that they provide. They ensure they that they keep up to date with changes to statutory requirements and share this information with their parents. They have implemented policies and procedures and ensure that these are followed consistently. Parents share positive reviews about the setting and are happy with the progress that their children make.

Safeguarding

Safeguarding is effective.

The childminder has a good understanding of his safeguarding role and responsibilities. He knows what to do and who to contact if an allegation was made about his co-childminder. He can discuss wider safeguarding concerns and knows how these should be recorded. Accurate records are kept safely for all children.

What does the setting need to do to improve?

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

- consistently share children's overall development and seek parental input into children's next steps to ensure that there is consistency in the education and care between the home and setting.
- consider how to provide opportunities for younger children and or non-verbal children to further develop their early communication skills.

Inspection Activities

- The co-childminders and the inspector discussed how they organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.



Name of Childminder	Micheal Burke
Registration Number	SCA170284
Type of Provision (CM at home/non-domestic premises)	Co-Childminder on Non-Domestic Premises
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	S Yorkshire
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	-
Number of children on roll	9

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