



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	15/10/25	Previous Inspection Date:	25/9/24
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Good	Good	
Quality of Education	Good	Good	
Behaviour and Attitudes	Good	Good	
Personal Development	Good	Good	
Leadership and Management	Good	Good	

What is it like to attend this Early Years Setting?

Children of all ages are happy and engaged in their learning through play at this lively and fun setting. The environment is arranged very well so that children can freely explore and access a range of resources that are available to meet their needs. Babies seek the childminder and her assistant out when visitors arrive, seeking reassurance. They quickly settle back into their play as they are calmed and reassured by the adults that look after them. This clearly demonstrates that children feel safe and secure at this setting.

The childminder knows her children very well. She collects important information such as medical conditions/allergies and ensures that she works with parents consistently to monitor any changes that are needed to their care plans. Parents receive a daily round up of their child's day, so they are kept fully up to date with their child's care routines. Parents share positive feedback about the service they receive.

Children behave well during their time at this setting. The childminder and her assistant are positive role models with their calm and happy approach. When children cough, they naturally cover their mouths with their arms. They understand why this is important as the childminder consistently praises them. Children respond positively to the adults.

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

The childminder implements a well thought out curriculum, that focuses on children learning through play. She knows what children need to learn next and effectively plans activities that engage children of all ages whilst focusing on their next steps. For instance, children quickly engage in colour matching activity. They develop their fine motor skills as they unwrap small figures covered in tin foil. Their learning is supported further as they learn about colours and numbers. Children also explore their emotions as they match colours to soft toys that depict different feelings. The childminder allows children time to

revisit these activities independently throughout the session where you can hear children consolidating their learning as they use maths language independently as they play.

Children spend most of their time indoors at this home-based setting and generally physical development is good for younger children, particularly babies. For example, the childminder arranges the environment inside well to encourage younger children and babies to explore by climbing on soft play equipment safely. However, older children do not have consistent opportunities to develop their gross motor skills by spending time outside frequently enough. Although they do visit local parks this is not a daily occurrence. Children can access the childminders garden, but again this does not offer any opportunities to develop their gross motor skills, to run, climb and learn to take managed risks.

Children know and understand the routine that is embedded here and behave well. For instance, when there is a change in routine the childminder gives children a warning that they will need to get ready for lunch. Children respond well and happily help to tidy away resources, being eager to help. However, there are occasions such as mealtimes when routines take too long, and children are not engaged in purposeful play for extended periods of time. This is because adults focus too heavily on cleaning and tidying before children are allowed to go off to play.

Children learn about healthy choices with food and drinks. For example, the childminder cooks a range of healthy foods each day for the children. They enjoy eating fruits and vegetables with each meal. Children are willing to try new things as they are encouraged to feed themselves finger foods and drink plenty of water. Hygiene practices are good as children know they must wash their hands before and after mealtimes. However, older children are not encouraged to do things for themselves when they are more than capable. They become passive participants as adults wipe their hands and faces for them without offering them to do it for themselves. This does not support their growing independence in managing their own self-care needs.

Leadership and management is good. The childminder is focused and reflective about the service that she provides to her families. She continually engages in professional development and training to upskill her knowledge. She ensures that her assistant also completes training to improve his knowledge and understanding of his role. They work well as a team and have established positive relationships with the children and families that they work with.

Safeguarding

There is a culture of safeguarding that puts children first. The childminder knows and understands her safeguarding role and responsibilities in keeping children safe. She is able to discuss what she would do if she was ever concerned about a child in her care and knows the referral routes for seeking help. The childminders home and garden are safe and secure.

What does the setting need to do to improve?

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

- Increase opportunities for older children to build their gross physical skills.
- Further consider routines around mealtimes so that children do not spend prolonged times waiting to engage in their play.
- Support children further to learn to manage their own personal care needs.

Inspection Activities

- The childminder and the inspector discussed how the childminder organises 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, indoors and assessed the impact that this was having on children's learning.



Name of Childminder	Natalie Houghton
Registration Number	SCA170247
Type of Provision (CM at home/non-domestic premises)	CM at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both
Local Authority	Bedfordshire
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	25/9/24
Number of children on roll	11

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