



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	25/09/24	Previous Inspection Date:	13/03/24
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	GOOD	REQUIRES IMPROVEMENT	
Quality of Education	GOOD	GOOD	
Behaviour and Attitudes	GOOD	GOOD	
Personal Development	GOOD	GOOD	
Leadership and Management	GOOD	REQUIRES IMPROVEMENT	

What is it like to attend this Early Years Setting?

The childminder provides a warm and welcoming, home from home environment. Children are excited to attend the childminder's setting, where they arrive eager to enter and begin their learning. The childminder knows children well. She tracks their learning closely, identifying and sharing with parents the progress they make and providing clear next steps. She plans appropriate learning opportunities to extend on the skills they already have, teaching them new knowledge and helping them to make quick progress. The childminder and her assistant provide interesting learning opportunities for children to help them extend their skills. They are positive and enthusiastic to encourage children to take part. Children respond well to their enthusiasm, and this supports their engagement and concentration skills well.

The childminder has a clear curriculum in place for all children. She prepares children for the next stage in their learning journey, such as moving onto nursery or preschool. Children become independent learners. They carry out their own tasks, such as, getting their own coats on. They also develop in confidence and share their likes and dislikes, as well as communicate their needs well. Children demonstrate their independence throughout their morning when choosing their own resources and where they would like to play. The childminder offers children choices about the foods they eat for lunch and children are confident to feed themselves at mealtimes.

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

The childminder prioritises children's speech and language development. She sings with children, reads stories and repeats words to support children's communication well. The

childminder provides ample opportunities for children to talk. She asks questions about their time at home and children share special events. For example, children enjoy telling the childminder about their recent trip to the zoo. They talk in full sentences and hold a two-way conversation well.

The childminder provides opportunities for children to develop their mathematical knowledge. Children enjoy taking part in a washing line game, where they find the correct numerals and hang them up in order. The childminder asks questions, such as, 'what number comes next?' to encourage children's counting and ordering skills.

The childminder displays children's artwork within the setting to support children's confidence and self-belief. She has recently introduced 'kindness awards' to praise children on their good behaviours and implement positive reinforcement strategies. However, there is still scope for further improvement on behaviour management within the setting.

Parents are grateful for the excellent communication in place and explain that they are kept up dated on their children's progress regularly. The childminder provides monthly reports for parents that summarise the progress children are making as well as outlining clear next steps for children to work towards. Furthermore, she supports parents to continue learning at home by providing ideas and support.

The childminder shares information with the other early years settings that children attend. She understands the importance of sharing children's progress to support their learning even further. However, she does not always support children during the transition to new settings to the highest of standards.

The childminder has worked extremely hard since her last inspection to reflect on her practice and implement improvement. She has attended training opportunities to extend her knowledge and is continuing with this to widen her knowledge and understanding even further. The childminder has made improvements to the outside area and is currently planning to purchase a shelter to make the area more accessible all year round. The improvements that the childminder is focusing on, positively impact children and therefore she is raising the standard of care and education children receive.

Safeguarding

The childminder has a good knowledge of safeguarding young children. She records and reports all concerns to the relevant agencies and ensures she keeps the correct contact details up to date and displayed within the setting to ensure all reports are made in a time effective manner.

Furthermore, she understands her responsibilities for reporting any concerns about another professional or any allegations to the local authority, therefore, protecting children from harm.



What does the setting need to do to improve?

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

- Continue to work with assistant to provide clear and consistent expectations for all children to help them to understand what is expected of them
- Extend on communication with other early years settings that children attend to support transitions even further.

Inspection Activities

- The childminder joined the inspector on a learning and discussed her curriculum.
- The inspector and childminder took part in a joint observation.
- The inspector observed the childminder and children in her care.
- The childminder showed the inspector relevant documentation.
- Parents shared their views of the setting with the inspector.



Name of Childminder	Natalie Houghton
Registration Number	SCA170247
Type of Provision (CM at home/50% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Bedfordshire
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	13/03/2024
Number of children on roll	11

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