



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	11/03/2025	Previous Inspection Date: N/A	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
		N/A	
Quality of Education	GOOD	N/A	
Behaviour and Attitudes	GOOD	N/A	
Personal Development	GOOD	N/A	
Leadership and Management	GOOD	N/A	

What is it like to attend this Early Years Setting?

The childminder has a clear vision for providing high-quality inclusive care and education to all that is realised through strong shared values and policies. Parents regularly feedback to the childminder about her service and comment about the fantastic range of activities that stimulate their child beyond what they can offer at home. Parents appreciate the cosy home setting and the shared information about their child's developmental progress.

The childminder has developed flexible routines to support children's needs 'in the moment'. For example: when children show signs of needing to be active outside the childminder opens the doors for outdoor free flow play. Children have opportunity to run, play ball games, use wheeled toys, use mark making areas and sensory play areas such as sand and diggers.

Children demonstrate positive attitudes to learning and the effective care practices provided by the childminder promote children's confidence, resilience and independence. For example, children know where their coat and shoes are kept and attempt to put them on. The childminder is close by to model and support children with tasks that they have not quite accomplished yet.

Nappy changing routines are carried out with dignity and privacy for the child and the childminder ensures the process is a caring and nurturing one and children enjoy the interactions and singing that takes place during the nappy change.

The childminder has secure relationships with the children in her care and they seek comfort from her throughout the day. The interactions between the children and childminder are nurturing, sensitive and stimulating. For instance: The childminder teaches children the language of feelings helping them to develop emotional literacy.

Behavioural expectations are clearly demonstrated to the children for example when a child finds sharing a book difficult the childminder skilfully reminds them of “kind hands”, “kind to your friends”. These expectations are mostly understood and applied consistently which reflects in the children’s positive behaviour and conduct. Throughout all routines the childminder models British Values.

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

Children show delight and intrigue at the activities and resources on offer in this well organised environment. For instance: they explore the sensory tray and paint large ice cubes. The childminder model’s new vocabulary to the children telling them the ice is “cold and freezing”, she describes the texture “it’s hard when it is frozen.”

The childminder helps a child walk along the balance beams naming the colours as the child steps “green, blue, red” and counts by rote “1,2,3,4,5.” This results in the child attempting to model the counting.

Maths language is littered throughout daily routines. The childminder uses paint and water on the pavement outside to extend a sensory activity. She draws a triangle and asks the children “What shape is this?”. The childminder explains “it’s a triangle, they have three pointy corners” pointing to each corner to demonstrate.

Children engage enthusiastically with the outdoor area, enjoying rides in the vehicles provided. They express their enjoyment by interacting with the childminder during imaginative play activities, such as “going to shops.” The childminder promptly requests if they can buy some “strawberry ice cream,” using this as an opportunity for role-play interaction. The child pretends to refuel the car, accompanied by sound effects like “brmmm brmmm” while simulating driving. Subsequently, he delivers the pretend ice cream to the childminder. She then utilizes this moment to enhance the children’s understanding of mathematical concepts, saying, “Here is £2, thank you.”

When children select books from the floor level bookshelf and take it to the childminder, she acknowledges that the child is requesting the story to be read to her. The childminder reads the favourite book pointing out the title, Dear Zoo, and author. This develops children’s understanding of literacy and language concepts.

The childminder uses actions and animal noises and signs “elephant” and “monkey”, supporting and developing children’s communication and language skills. Children watch intently and smile and then mimic the childminders actions and noises.

The childminder is an active member of the local childminding community and collaborates with other childminders for play dates. This supports children to develop social skills and build resilience in a wider group. Furthermore, they visit local areas of interest and a hall where they can use play equipment to extend their physical skills.



The childminder is implementing methods to facilitate the exchange of information with other settings that share children under her care. This approach aims to strengthen the impact of consistent teaching on children's development.

The childminder provides all meals for the children each day and provide a weekly menu for parents. The childminder supports a healthy and balanced diet. The childminder discusses how she plans for children with allergies and how this planning keeps them safe.

Safeguarding

The childminder demonstrates a secure knowledge of safeguarding policies and procedures. There is a culture of openness and positivity around safeguarding putting children's safety and interests first. This ensures that children are kept safe from harm.

Furthermore, the childminder discussed processes and procedures of how to record and report accidents, incidents, signs of abuse and neglect, as well as having a wider safeguarding knowledge. female genital mutilation, radicalisation, domestic abuse and more.

Children who sleep during the day are provided with their own sleep mats and bedding and the childminder monitors children closely while they sleep which ensures they are kept safe.

What does the setting need to do to improve?

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

- Further develop how you exchange information about what children know and can do with other providers who you share children with.

Inspection Activities

- The childminder took part in a learning walk and joint observation with the inspector.
- The inspector observed interactions between the childminder and children.
- The inspector held conversations with the childminder and children throughout the inspection.
- The inspector sampled a range of policies and procedures.
- The inspector considered the views of the parents.
- The inspector observed children's progress files.



Name of Childminder	Lisa Wills
Registration Number	SCA170288
Type of Provision (CHILDMINDER at home/non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both registers
Local Authority	Surrey
Childminder Agency Inspector	Sarah Seymour
Date of previous Inspection	N/A
Number of children on roll	3

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