



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	24/7/26	Previous Inspection Date:	22/10/25
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The quality and standards of the Early Years provision:	Previous Inspection

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 demonstrate that are happy safe and secure in this warm and welcoming setting that offers a home from home approach to care. The co-childminders take time to get to know each child well, supporting them to settle quickly and maintain regular attendance. Children develop close, positive relationships with the adults and each other, where older children are very gentle and kind in their interactions with babies.

Children are familiar with the simple daily routines of the setting. They eagerly anticipate activities and happily respond to adult requests. Children engage in conversations with the co-childminders as they make choices about what to do next. They offer a friendly welcome to visitors to the setting, inviting the inspector into their play. Children feel a sense of belonging here.

All children make steady progress in their learning and development. The co-childminders gather detailed information from parents before children start and offer a flexible approach to settling in sessions to meet the varying needs of their families. They complete ongoing observation and assessments to identify children's individual needs and next steps in development. They use this information to inform their planning and set up of the environment and activities. Children are supported effectively to build on what they already know and can do. Consequently, all children learn the skills they need for a successful transition to nursery or school.



Safeguarding
Grade
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 co-childminders value and promote an inclusive environment where all children are supported to make the best possible progress from their individual starting points. They work closely with their families to understand children's individual needs, understanding the importance of seeking early support to secure advice and guidance when there are concerns about a child's progress. Parents participate in their child's progress check at age two and the co-childminders support them to share the findings with other professionals, such as the health visiting team. They work in collaboration with parents and specialist and embed strategies that are shared with them into daily practice. This promotes a cohesive approach to meeting children's identified needs consistently.
Curriculum and teaching
Grade Expected standard
The childminder provides a well-balanced curriculum which typically helps children build on their existing skills and knowledge well. Children make positive progress in their communication and language development. For example, the childminder swiftly identifies barriers to learning and works hard in partnership with outside agencies and families to remove them. They follow guidance from specialist teachers to ensure that their environment is inclusive to enable all children including those who face barriers to their learning and those children that have Special educational needs and/or disabilities (SEND) make continued progress. Children do have access to an outdoor space at the setting which is used every day. However, the co-childminders outdoor curriculum is significantly weaker than that which is provided indoors. Younger children and particularly babies do not have the same daily opportunities to use the outdoor space. Although the childminders have risk assessed their outdoor space as not suitable for babies, they have not yet embedded a consistent approach to outdoor learning for these children.
Achievement
Grade Expected standard
All children, including those that have SEND or face other barriers to their learning make steady progress from their individual starting points. They develop new knowledge and skills over time and build on what they already know and can do. Children are ready for



their next stage of learning, including nursery and school. They make clear progress in their communication and language development. Children confidently talk about their learning experiences with the inspector and share about the people who are important to them as they 'talk' on a phone. Children consistently engage in back-and-forth conversations and increasingly express themselves during daily routines and play.

Behaviours, attitudes and establishing routines

Grade Expected standard

The co-childminders support children to understand what happens during the day through simple but consistent routines that are clearly embedded. They provide clear guidance during the session, where praise and encouragement are used to promote positive behaviour. Their calm and reassuring approach effectively supports children to develop their motivation and positive attitudes to learning.

Children respond positively to requests for help from the childminder. For example, before children get ready to go home the childminder asks for help to tidy away resources. Children eagerly tidy away and receive lots of praise. Their achievements are shared with their parents/carers during handovers at collection, which has a further positive impact on their confidence and reinforces children's positive behaviour.

Children's welfare and well-being

Grade Expected standard

The co-childminders ensure that policies, procedures and practices are suitable, robust and followed rigorously to promote the welfare, mental health and well-being of all children that attend their setting. This is supported through calm, consistent routines and care. The co-childminders work closely with their parents to understand children's individual needs. They follow these home routines as closely as they can at the setting, including sleep and bottle feeding, which is responsive to individual children's needs, ensuring that daily care practices help them feel safe and secure.

The co-childminders supervise children closely during mealtimes. They work with their parents to promote healthy food choices within packed lunches, supporting children's growing understanding of a balanced diet. Children drink water from open cups that they independently access throughout the session. Babies form close bonds as they are cuddled warmly during bottle feeding routines. They are placed down to sleep safely, following safer sleep practices in line with published guidance.

Leadership and governance

Grade Expected standard

The co-childminders work well together to provide their children and families with quality education and care. They each support their own key children and ensure that parents are well informed about their children's progress, providing clear and detailed development



assessments each term. This shared understanding strengthens continuity between home and the setting and supports children to feel secure and confident.

The co-childminders continually look for new and different ways to engage their parents to establish a sense of community and belonging. They are flexible in their thinking and approach, arranging social events such as arts and craft evenings for parents to get to know one and other and discuss their children's progress and development.

The co-childminders understand and fulfil their statutory duties. They take part in regular training that is provided by the agency. They also complete training through different platforms such as the local authority to further develop their practice.

Prioritises for Improvement

Safeguarding
Grade
Next step -
Inclusion
Grade
Next step -
Curriculum and teaching
Grade
Next step - The childminder should strengthen their curriculum to enable all children to access outdoor learning consistently.
Achievement
Grade
Next step -
Behaviours, attitudes and establishing routines
Grade
Next step -
Children's welfare and well-being
Grade
Next step -
Leadership and governance
Grade
Next step -



Name of Childminder	Nadine Burke
Registration Number	SCA170269
Type of Provision (CM at home/non-domestic premises)	CM Non- domestic
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Rotherham
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	22/10/25
Number of children on roll	7

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Suffolk Childcare Agency

High Street

Wickham Market

Woodbridge

Suffolk

IP13 0RD

T: 01728 746970

E: hello@scachildcare.co.uk

W: www.scachildcare.co.uk