



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	27/06/25	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Good	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 provides a warm and welcoming environment where children demonstrate that they feel safe and secure. She is attentive to their needs and children form close attachments with her. For example, the childminder realises when children are becoming tired and need to rest and will cuddle and comfort them when they are upset. Children respond positively to her approach and will climb onto her lap to enjoy the caring response from her.

The childminder is passionate about promoting independence and equipping children with the skills that they will need to start school. Even at a very young age children are confident to attempt to put on their own shoes, feed themselves and wash their hands for mealtimes. The childminder focuses on speech and language development which she constantly models and extends as she communicates with children. She supports children with speech and language delay through Makaton which all children learn together. This helps children to become effective communicators.

The childminder offers settling in visits for families to support children with the transition into her setting. She uses these sessions to gather useful information from parents to learn more about each individual child and to establish their developmental starting points. This enables her to offer individualised support based on children`s needs and as a result children settle easily into the setting.

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

The childminder implements a curriculum that is planned around children`s developmental next steps, interests, and learning through play. Children access a range of resources both inside and outside, many of which are organised to extend and build on

earlier learning. For instance, children enjoy playing with the red and black play dough after investigating ladybirds at forest school and look for safe places to home the snails that they investigate in the garden. This effectively supports children`s growing understanding of the wider world around them.

Children spend large amounts of time outdoors each day as the childminder is keen to promote time in the fresh air and exercise. They explore the mud kitchen in the garden, mark make on the chalk board, blow bubbles to help with speech and language development and develop their gross physical skills on the slide and trampette. The childminder promotes healthy lifestyles further through healthy eating and provides nutritious home cooked food. Children engage in daily baking activities where they experiment with bananas and other alternatives to using sugar. The impact of this is that children learn about healthy alternatives and enables them to make healthy choices.

The childminder provides a set of rich and exciting experiences outside of her setting which support children`s individual interests and provides learning opportunities in all areas of children`s development. For example, they enjoy trips out on the bus to visit museums and learn about different ways of life, to local playgroups to socialise with a wider group of children which supports their social skills, and to local parks to develop their physical skills. This successfully enriches children`s experiences and promotes an understanding of and respect for people and communities beyond their own.

The childminder helps children as they learn to navigate the rules and boundaries of the setting. Children follow the childminder`s instructions and she is consistent and fair in her approach as children are supported to be kind to one another, to take turns and to share. Where children do become dysregulated, the childminder will label children`s behaviour and help them to understand why they are feeling a certain way. She will then give them the time, patience, and support to try to re-regulate their emotions. This has a positive impact as children begin to manage their feelings and recognise the impact that their behaviour has on others. As a result, children begin to develop a sense of right and wrong in the childminders care.

Children for whom English is not their first language are well supported as the childminder invites other professionals into her setting to teach common words in other languages. The childminder is keen to celebrate the cultures and festivals of all children in her care which promotes an acceptance of different cultures, and faiths.

The childminder tracks children`s learning and identifies clear next steps for each child based on her observations. Whilst the childminder gives a daily dialogue to parents at collection time which can include developmental milestones, the childminder does not share written developmental information with them about their child`s progress, nor does she send home suggestions for supporting learning at home. This would have the effect of strengthening the links between the setting and home and involve parents in their children`s learning.



Parents are delighted with the care that the childminder offers, and they report on how their children have learnt new social skills and have grown in confidence since attending the setting. They describe how the childminder keeps their children safe and supports their independence.

The childminder attends training opportunities to extend her knowledge. She uses this training to implement new ideas, to make improvements to the setting and to enhance teaching experiences for the children, however the childminder does not always consistently reflect on her practice through self-evaluation which would help to maximise children's learning opportunities.

Safeguarding

The childminder demonstrates a good knowledge of how to keep children safe. She risk assesses her house, garden, and trips out so that children do not come to harm. She recognises the signs of abuse and knows about wider safeguarding concerns such as female genital mutilation. The childminder keeps her knowledge up to date and relevant by attending regular training. The childminder understands her responsibilities for reporting any concerns including complaints against herself to the relevant authorities. She keeps contact details to hand for the local authority to enable her to make swift referrals to the relevant agencies should it be necessary. The childminder is confident to make referrals if the need arose.

What does the setting need to do to improve?

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

- Use self-evaluation to reflect on her practice to enable her to consider improvements to her environment and teaching, thereby maximising learning opportunities for children.
- Share written developmental information with parents about their child's progress and develop strategies to support learning at home. This will strengthen the links between home and the setting and involve parents in their children's learning.

Inspection Activities

- . The childminder joined the inspector on a tour of her setting and a learning walk, discussing what she wanted children to learn.
- . The inspector discussed safeguarding with the childminder and looked at the ways that she keeps children safe.
- . The inspector observed the quality of education being provided.
- . The inspector observed the interactions between the childminder and the children.
- . The inspector spoke to parents and read parental feedback.
- . The inspector viewed relevant documentation.
- . The childminder took part in a joint observation with the inspector



Name of Childminder	Emilia Kopec
Registration Number	SCA170293
Type of Provision (CM at home/non-domestic premises)	Childminder at home.
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers.
Local Authority	Oxfordshire
Childminder Agency Inspector	Rachael Groves
Date of previous Inspection	N/A
Number of children on roll	5

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