



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	25/07/2025	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Outstanding	N/A	
Quality of Education	Outstanding	N/A	
Behaviour and Attitudes	Outstanding	N/A	
Personal Development	Outstanding	N/A	
Leadership and Management	Outstanding	N/A	

What is it like to attend this Early Years Setting?

Children arrive at this happy and joyful setting excited and eager to join in. Smiles and laughter are prevalent, and children show high levels of concentration as they confidently and independently engage in their learning. The childminder skilfully adapts and extends activities to maximise this learning and to hold their interests, for instance a literacy and mathematical activity in the sand evolves into a cake making activity in the mud kitchen where children express their preferences as they role play.

The very experienced childcare professional has an excellent understanding of how children learn through play. She uses children`s interests and growing skills when planning for children`s learning. This enables her to create an exceptionally well-resourced provision where children flourish. The childminder demonstrates a high level of teaching and children are captivated as they explore the loose parts to create their own shape and colour combinations supported by the childminder.

The childminders curriculum is fluid allowing her to be flexible and responsive to children`s individual needs. This creates cumulative learning experience for children where they can explore and discover at their own pace, and which supports children`s unique development.

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

Children are excited and motivated to take part in adult led activities which are designed to enhance what children already know and can do. They become immersed as they find hidden numbers and letters in the sand, and delight as they accidentally find dinosaurs and diggers to move the sand, thereby developing their fine motor skills. Children learn many mathematical concepts such as counting, comparison and making sets of objects in their buckets. They excitedly refer to their friends ages as they find numbers of

significance to them and recognise familiar letters from their names. The childminder skilfully links this in with literacy as they recall books relating to dinosaurs in buckets together.

The childminder is an outstanding role model. Children are polite and behaviour is very good at this setting. When children do become dysregulated, the childminder skilfully manages this by labelling children`s emotions and talking about why they feel a particular way. Children follow the childminders lead as she explains to children when it will be their turn to use a resource, and she promotes kindness and respect to one another.

Children have ample opportunities to learn about their physical health. They enjoy daily activities and fresh air in the local woods or park where they can challenge their physical skills. This is also evident as children manage their own risks as they navigate more complicated equipment such as swings and the “pirate ship” climbing frame in the childminders well-resourced garden. Children are adept at washing their own hands before enjoying their healthy snacks and learning about food which is good for them. Children are encouraged to drink water throughout the day. This ensures that children learn good practices and attitudes towards their own wellbeing.

The childminder skilfully turns even the most mundane of activities into an enjoyable learning experience. Children are invited to “attend her suncream parlour” and to go on a treasure hunt to find their sun hats before going outdoors. The childminder offers explanations as to why rules are in place as she talks about skin damage caused by the sun. She has high expectations for children`s independence as they learn how to put on their own shoes before going in the garden. This ensures that children are ready for the next stage in their education when they leave the childcare setting.

The childminder ensures that equality and diversity are celebrated within her setting as she provides an environment where all ethnicities are represented through books, resources and life experiences. Children learn about beliefs and traditions from other countries, and differences in people are also celebrated as they enjoy regular trips to the local community farm to integrate with adults with learning disabilities as they care for the animals together. This teaches children to be accepting and respectful to everyone as they learn about communities beyond their own.

Partnerships with parents are excellent. The childminder recognises the importance of working with parents to achieve the best outcomes for children. Parents are thrilled with the childminder`s professionalism and expertise, and comment on the significant impact she has had on children`s speech and language development. When children first start the childminder takes the time to get to know children and their families through a gradual settling in procedure. This approach is flexible to ensure it works for individual needs. For instance, the childminder is happy to facilitate a white noise machine and sleeping bag to ensure that familiar sleep routines from home are mirrored within her setting. Where children have a specific health need the childminder supports parents and works with them to ensure that care plans are put into place well before a child starts. The childminder communicates with parents through a combination of face-to-face discussion,



electronic communication, and learning journals which parents are invited to contribute to. Parents are happy with the level of communication and developmental assessment that the childminder shares with them.

Children are very well supported as they transition into a new setting. For example, she offers relevant developmental information to new preschools and attends weekly settling in sessions with children to help them familiarise themselves with their new environment. This ensures that children leave her setting with confidence for the next stage in their learning.

Children benefit from the childminders passion and commitment to providing high quality education and care. She is highly reflective and motivated and attends extensive training opportunities to support her practice. This has a positive impact on her teaching and provision.

Safeguarding

Safeguarding is effective

The childminder has exceptional knowledge of safeguarding and attends regular training to keep her knowledge up to date. She knows how to recognise the signs that a child may be at risk of harm. The childminder has contact details for the local authority to hand so that she can make swift referrals should this be required. The childminder is confident to make referrals to the local authority and/or police should it be necessary.

The childminder also has a good understanding of wider safeguarding issues such as Female Genital Mutilation (FGM) and where to take immediate action should she have concerns. She knows when and who she must report herself to in the event of complaint against herself. The childminder keeps accurate and organised records for all children attending her setting. Her home, garden and outings are risk assessed and are safe and secure.

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.



Name of Childminder	Lucy Oladapo
Registration Number	SCA170294
Type of Provision (CM at home/non-domestic premises)	Childminder at home.
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers.
Local Authority	Wiltshire Council.
Childminder Agency Inspector	Rachael Groves.
Date of previous Inspection	N/A
Number of children on roll	3

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