



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	23/7/24	Previous Inspection Date:	-
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Outstanding		
Quality of Education	Outstanding	-	
Behaviour and Attitudes	Outstanding	-	
Personal Development	Outstanding	-	
Leadership and Management	Outstanding	-	

What is it like to attend this Early Years Setting?

The co-childminders work seamlessly together to create a wonderfully relaxed and calm atmosphere at this setting. Children clearly demonstrate that they feel happy, safe and secure when they are here. For instance, children have developed very close bonds with the childminder. When unfamiliar adults are going to be present, the childminders know children will feel uneasy and prepares them in advance for their arrival. When children do become unsettled, they offer them tremendous amounts of reassurance, cuddles and affection. Children respond positively to their affection and soon settle and engage back into their learning. This has a hugely positive impact on their emotional development as they form very strong bonds with the childminders.

Children have developed very positive attitudes to their learning and play and behave very well. The childminder ensures that children have plenty of opportunities to discuss their feelings and emotions throughout the day. For example, as part of the morning routine they discuss how they are feeling today. They explore the language of emotions and the childminders support them to think of words they can use to describe how they feel. Children are supported further to think of positive behaviours and how to be 'a good friend'. They confidently share their ideas and demonstrate a clear understanding of why behaviour rules are in place.

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

The curriculum is planned extremely well to ensure that children's knowledge and understanding is coherently built overtime. The childminder focuses on children's communication and language skills very well, planning around children's current interests. For example, children of all ages become highly engaged in the vets role play in the



garden. The childminder differentiates her teaching extremely well to ensure that all children become highly engaged. She introduces various resources that challenge children and encourages them to make links to previous learning. Children can be heard using complex words such as, 'stethoscope' as they explore the sound of heartbeats. Children are more than ready for their next stage of learning, especially school, as they are provided with opportunities for exceptional teaching from both childminders.

The childminder has high expectations for all children's achievements, including those with special educational needs and/or disabilities (SEND). They ensure that they implement a robust system for tracking their overall development across the early years foundation stage. For example, before children even start at the setting, thorough baseline assessments are completed with all parents to ensure there is a very good understanding of their starting points. As the setting's special educational needs and/or disabilities coordinator (SENDCo) the childminder swiftly makes referral to outside agencies such as, speech and language therapists, to ensure that children receive highly targeted individual support. They also receive one to one teaching sessions each day at the setting. This ensures that all children make continued progress from their starting points.

Children of all age's behave very well during their time at the setting. The approach to behaviour management from the childminder is consistent and shared with children in a positive way. For instance, children quickly and happily respond to the childminder's requests for help at tidy up time. When younger children cannot find their comforters, older children quickly take on the responsibility of finding it and give it to the childminder. Children are happy and eager to help each other. They are growing into confident and capable young children, who demonstrate that they have a mutual respect for each other.

Leadership and management is excellent. The lead childminder has implemented robust and consistent approaches to all aspects of managing the setting to very high standards. For instance, the childminder's share positive experiences of their working environment. They are encouraged to continue their professional development and receive focused professional training from their manager. Their well-being is high as their manager ensures that their workloads are manageable, she regularly conducts the childminder's supervision meetings to ensure that they continue to be suitable to work with children. There is a robust recruitment system in place that follows safer recruitment guidelines.

Safeguarding

Safeguarding and child protection policy and procedures are securely understood by the childminder. She knows who and when she should make a referral to if she was ever concerned about a child in her care or had a concern about a colleague. The childminder can discuss a range of issues that may impact on the children in her care. She can



confidently discuss a range of issues that may impact on the well-being and safety of children.

Inspection Activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.



Name of Childminder	Blaise Maule
Registration Number	SCA170244
Type of Provision (CM at home/50% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Swindon
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	-
Number of children on roll	16

The Suffolk Childcare Agency (SCA) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

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Suffolk Childcare Agency

High Street

Wickham Market

Woodbridge

Suffolk

IP13 ORD

T: 01728 746970

E: hello@scachildcare.co.uk

W: www.scachildcare.co.uk