



# QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	17/07/2025	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	Outstanding	N/A	
Leadership and Management	Good	N/A	

## What is it like to attend this Early Years Setting?

The childminder provides children with a warm and welcoming environment within her home, which is well organised to meet the individual needs of the children in her care. This enables children to feel at ease as they freely explore and become engaged in their learning through play. The childminders calm and caring nature supports children to feel safe and happy during their time with her, and as result children form close attachments with the childminder.

The childminder is passionate about supporting children`s mental health and wellbeing and recognises that this lays the foundation for their future development and supports their learning, social skills, and overall health. She attends continuous professional development to help her to incorporate this ethos into her setting and her daily routines. Children learn from a very young age how to label their emotions and to talk about how they are feeling when they arrive at the setting, and the childminder is confident to intervene if a child is feeling anxious or upset. This ensures that all children thrive whilst in the childminders care.

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

Children lead their own play as they explore their environment. The childminder understands the importance of child-initiated play. The setting is very relaxed, and planning is generally in the moment to meet children`s interests. Babies thoroughly enjoy heuristic play as they explore the treasure chests which helps with their cognitive development and enables them to develop a sense of creativity and natural curiosity. The childminder regularly assesses what children know and what she wants them to learn and plans her environment accordingly.

Children have access to a wide range of resources and experiences which meet the needs of all ages and stages of development. Within her curriculum the childminder also seeks to embed a culture of diversity and inclusivity. This creates a learning environment which celebrates all children`s backgrounds and empowers children to feel confident and proud of who they are.

The childminder understands the importance of developing children`s speech and language. She provides opportunities for children to enjoy stories together using props to bring the stories to life. The childminder uses these opportunities to model language and to introduce new vocabulary, however the childminder does not always allow children enough time to process the information she gives them, which means that some opportunities to extend children`s learning may be missed.

Outings form part of the daily routines and curriculum in this setting. Children visit places of interest such as the mosque, and the local lake to feed the ducks and to go on boat trips, and scavenger hunts. They visit their local play park where they develop their gross physical skills. This varied range of activities supports children`s understanding of the wider world, and communities beyond their own.

The childminder provides flexible settling in sessions for families where she will get to know the parents first and build a relationship with them before they visit her setting. She gathers pertinent information from parents before children start which she uses to help her to support children in the transition process. As a result, children settle quickly into the setting. Parents report how they are delighted with the care that the childminder provides, and they are happy with the sharing of developmental assessments provided by the childminder.

Where there are gaps in children`s development the childminder is quick to recognise this and will implement strategies to support children both at home and in the setting. The childminder sends home achievement charts to provide a link between her setting and home, and as a result parents feel empowered to be involved in their children`s learning.

The childminder has effective strategies in place to ensure a smooth transition for children into a new setting. For example, she will establish links with the new provision and will actively share relevant developmental information. She uses opportunities to talk to children about their new setting and to offer reassurance when children may be anxious. This ensures that children leave her setting with confidence for the next stage in their learning.

The childminder is a reflective practitioner who evaluates her provision and is keen to develop professionally. She is actively expanding her skillset as she obtains further qualifications which support and enhance her childminding skills. She also attends regular continuous professional development courses which she uses to implement improvements within her setting.

### Safeguarding

Safeguarding is effective

The childminder demonstrates a good knowledge of how to keep children safe. She carries out daily risk assessments of her property and her trips out with the children.

She recognises the signs of abuse and knows about wider safeguarding concerns such as fabricated illness and the importance of keeping daily registers. She knows where to seek help should she have any concerns.

The childminder keeps her knowledge up to date and relevant by attending regular training. She 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 should they be necessary. The childminder is confident to make referrals about children or herself 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:**

- Ensure she allows children time to process and respond to her questions and conversation, to ensure that there are no missed opportunities to extend learning further.

### 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	Claire Dixon
Registration Number	SCA170297
Type of Provision (CM at home/non-domestic premises)	CM at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers.
Local Authority	Rochdale Borough Council
Childminder Agency Inspector	Rachael Groves
Date of previous Inspection	N/A
Number of children on roll	3

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Suffolk Childcare Agency

High Street

Wickham Market

Woodbridge

Suffolk

IP13 ORD

T: 01728 746970

E: [hello@scachildcare.co.uk](mailto:hello@scachildcare.co.uk)

W: [www.scachildcare.co.uk](http://www.scachildcare.co.uk)