



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	11.09.2024	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 works alongside her co-childminder. Together they provide a welcoming environment for children. The childminder is passionate about providing children with a home-from-home environment and focuses her curriculum around developing children's personal and social skills. For example, children are given opportunities to develop their independence from a young age. They wash their own hands, use cutlery to feed themselves, find their own seats and take off their own coats. This supports children in preparation for their next setting. Parents provide good feedback for the childminder. They are happy with the care and learning opportunities children receive at the setting and love the different outings that are provided.

The childminder invites children to join in group activities. Children are excited and eager to join in. They demonstrate good behaviours, listening and following simple instructions. Children are confident and are excited to share their experiences with visitors at the setting. Overall, children demonstrate good social skills. They play in small groups and are kind to their peers.

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

The childminder focuses her teaching on children's personal, social and emotional development. Children learn how to interact with others, build confidence and gain skills, such as, sharing and taking turns with peers. The childminder plans appropriate next steps for children based on what they already know and can do. This helps children to learn new skills quickly.

The childminder has a good knowledge of the skills children need to prepare them for starting school. She provides opportunities for children to carry out tasks independently, such as, getting dressed and going to the toilet. From a young age, the childminder plans activities, based on children's interests. This supports their engagement and concentration skills. She extends on this as children get older helping them to focus their attention well in preparation for a classroom environment.

The childminder knows children well and can talk in depth about each child's progress and development. However, she does not always consider the benefits of sharing this information with other early years settings that children attend to fully support their learning.

Young babies are given multiple opportunities throughout their play to extend on their physical skills. They use low level furniture to cruise and push along toys are used to encourage walking. The childminder holds hands to teach children how to safely walk down the steps. She plans opportunities for children to extend their knowledge and learn new skills. Babies are taught to manage different risks and quickly learn how to climb the small steps in the garden safely and independently.

The childminder talks to children throughout their play and daily routines. She joins in with singing and reading to promote children's speech and language skills. However, she does not always use effective questioning skills to fully support children's critical thinking to the highest standard.

The childminder teaches children about a range of cultures and festivals from around the world. For example, children enjoy learning about Diwali and how this festival is celebrated by different people. The childminder includes a range of resources to support children's learning about ethnicity. Children begin to understand how different people live and different traditions from around the world.

Safeguarding

The childminder has a good understanding of the signs of abuse. She knows what to do if she has concerns about a child's safety and follows the procedures in place for the setting. The childminder attends regular training to keep her knowledge up to date and relevant. For example, she can identify the signs of abuse for non-mobile babies and understands the reasons why this would be a concern.

The childminder understands her responsibilities for reporting any allegation against herself to the relevant agencies.

What does the setting need to do to improve?

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

- Access further training opportunities to develop teaching skills to the highest standard.
- Work in partnership with other early years settings, that children attend, to support children's learning and development even further.

Inspection Activities

- The childminder joined the inspector on a learning walk and discussed the curriculum for the setting.
- Parents shared their views of the setting with the inspector.
- The childminder shared relevant documentation.
- The inspector observed the childminder and children at the setting.



Name of Childminder	Niamh Carley
Registration Number	SCA170301
Type of Provision (CM at home/50% non-domestic premises)	Co-Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Lincolnshire
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	N/A
Number of children on roll	26

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