



# QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	19/02/2026	Previous Inspection Date:	05/02/2025
------------------	------------	---------------------------	------------

The quality and standards of the Early Years provision:	Previous Inspection
	Good

Evaluation areas;	Grade awarded
Safeguarding	Met
Inclusion	Expected standard
Curriculum and teaching	Strong standard
Achievement	Expected standard
Behaviours, attitudes and establishing routines	Expected standard
Children's welfare and well-being	Expected standard
Leadership and governance	Expected standard

## What is it like to be a child at this setting

Children are happy and engaged at this nurturing setting and feel confident to be able to express themselves freely in the company of the childminder. They show high-levels of engagement through a range of adult-led activities as well as during their own play, which is facilitated in an enabling environment. Outdoor play is prioritised here, and children have access to a well-considered garden that promotes their physical development. Additionally, a fruit and vegetable patch, looked after by the children, allows them to gain a good understanding of healthy food choices, encouraging the development of life-long healthy habits.

The childminder has a clear vision, shared with others, of what she wants children to achieve whilst in her care. Through an accurate understanding of her curriculum and high-quality teaching, children are curious and motivated to learn, instilling a positive attitude to their learning from an early age. Children make good progress from their starting points, which is frequently and accurately assessed.

Children are very well-behaved and the childminder is a good role model; children are taught to share, take turns and how to be kind. The childminder has created a very respectful and inclusive environment which encourages children to share their thoughts and ideas, allowing them to gain an understanding and appreciation of their uniqueness. Children are beginning to learn how to regulate their own behaviour, with the support of



the childminder, and to understand how their behaviour impacts upon others, developing their executive functioning skills.

The childminder is dedicated to ensuring children are independent in managing their own personal needs in order to suitably prepare them for their transition to other settings and school. Parents are delighted at how the childminder consistently supports the individual needs of children and adapts her teaching methods to enable all children to learn essential life-long skills, such as getting dressed, in a way that meets the needs of each child.

**Safeguarding**

**Grade - Met**

All safeguarding standards are met. This means; the childminder demonstrates a strong knowledge of safeguarding procedures for the setting and knows how to keep children safe. There is a positive safeguarding culture across the setting.

**Inclusion**

**Grade – Expected Standard**

The childminder has made good progress towards having a better understanding of SEND pathways, including training with her Local Authority and printed information that she and her assistant can access at any time, ensuring a consistent approach across the setting. The childminder knows who and how to contact for SEND support should she require it but wants to develop her understanding of SEND even further, through continuous professional development, so she will feel confident at supporting children with SEND and barriers to learning even more effectively.

The childminder understands the importance of accurate record keeping and information sharing with both parents and external agencies and has used observation, formative assessment and other assessment tools to evidence her initial concerns regarding potential SEND needs previously. She is aware of her Local Offer and how the 'graduated approach' works to support SEND children, meaning she is suitably prepared to identify children with any barriers to their learning and how she can access additional support for them.

The childminder has also considered the ways in which non-verbal children can communicate their needs, having implemented inclusive strategies that all children can use to support their communication. For example, easily accessible photos, of activities and different areas of the setting, are used by children to enable them to express what they need or where they would like to go. These photos are also used by the childminder and her assistant to support daily routines and transition times, such as toileting and going to school, which increases children's understanding, therefore enabling them to manage their own behaviour appropriately.



**Curriculum and teaching**

**Grade – Strong Standard**

The childminder understands and delivers her sequenced curriculum very effectively; children are engaged in a range of activities that extend their learning, building upon their existing knowledge, and allow them to make good progress across all the areas of the Early Years Foundation Stage. The childminder is highly effective at teaching ‘in the moment’; she can skilfully introduce new ideas, address misconceptions and use questioning to promote and encourage children’s critical thinking skills. High-quality interactions occur consistently and her teaching is embedded into her daily routine, as well as the activities provided, meaning that children’s learning opportunities are continuous throughout the day. Children’s learning is consolidated as they are encouraged, through continuous provision, to revisit previous learning. For instance, children use magnetic tiles to create homes for the animals of the Chinese Zodiac which lead to discussions about the celebration of Chinese New Year last week, and the things they had learnt, such as how to use chopsticks.

The prime areas of learning are a real focus for the childminder so the foundations for all future learning are strong, and children are well prepared for their transition to school. The childminder focuses on children becoming independent, curious and engaged learners, with plenty of play opportunities that will give them the best start to their education.

**Achievement**

**Grade – Expected Standard**

Children thrive and make good progress from their starting points, which is assessed regularly and shared with parents. Assessment is used to inform next steps in learning which ensures that children continue to make progress in all areas of the EYFS; as a result, children are independent and confident learners that are ready for the next stage of their education, especially those starting school.

The childminder knows the children at the setting very well and uses every opportunity to support children in their next steps. For example, to promote children’s confidence in new situations, the childminder took them to the local farm and garden centre and encouraged them to explore and investigate their surroundings, with the security of knowing she is close by. Children responded well to this experience and were able to confidently recall their knowledge of what had taken place and what they had enjoyed, even to an adult that was unfamiliar to them.

Children show high levels of fascination and concentration during both child-led play and adult-led activities. For instance, as the children use the magnetic tiles, they find new combinations that create different shapes, depending on the placement of individual tiles. Children remain at the activity for a long period of time and find joy in sharing what they

have created with the childminder as she praises their efforts and achievements, in both their creations and their perseverance.

**Behaviours, attitudes and establishing routines**

**Grade – Expected Standard**

The enabling environment and easily accessible resources allow children to be independent in their choice of play and contributes to a positive learning experience. Consequently, children behave very well and show positive attitudes towards their learning.

Children are taught how to manage their feelings and behaviour in positive ways, including identifying how they feel through the use of language and resources that support their emotional literacy. The childminder weaves the language of emotions into her teaching throughout the day. For example, the childminder provides mirrors so children can create their own faces out of playdough, with a predominant focus on observing similarities and differences between themselves and each other. As the children sculpt their facial features, the childminder asks them to consider how they are feeling and how their face will look depending on how they feel at that time. As a result, children can confidently identify different emotions and express how they are feeling.

The childminder knows the importance of attendance and is taking the appropriate actions to record this information, however, she needs to consider how to further support families in understanding the importance and value of attendance and punctuality and how they can establish positive routines, in preparation for starting school.

**Children’s welfare and well-being**

**Grade – Expected Standard**

The childminder has created a safe and welcoming environment, where outdoor play is a real focus. The children have frequent access to the carefully considered garden, which allows for a specific child-centred play space that promotes their gross motor skills and encourages children to be active, as well as an area for growing their own fruit and vegetables. Children are taught how to plant seeds and to care for the produce as it grows, increasing their knowledge of the world around them. Once fully grown, the children use the produce to create meals from what they reap, such as soup. As a result, children are provided with a healthy diet and have a good understanding of making healthy food choices.

Children are encouraged and supported to be independent in managing their own personal needs, through direct teaching, such as cutting up fruit safely at snack time, and during their play. The childminder has provided a variety of dressing up clothes and always encourages children to have a go at dressing and undressing themselves before she steps in to help. If required, she then proceeds to teach them the skills they need to be successful the next time they try. Consideration is also given during transition times, and the childminder uses this as another learning opportunity, for instance, children are given



more time to get ready to go outside to enable them to put on their own coats and shoes, which, in turn, also promotes their perseverance and resilience.

**Leadership and governance**

**Grade – Expected Standard**

The childminder has strong relationships with all the parents at the setting, which are developed through the initial settling in process and parents are very appreciative of. They value the regular feedback from the childminder, including what their children have achieved and what their next steps are. One parent describes the skills that their child learns whilst attending the setting as ‘Tammy Tricks’ and continues to use these methods at home to support their child’s learning. The childminder also has a good relationship with the local school and regularly shares information with them, such as two-year checks and transition reports, to allow for a smooth transition when children move onto their next stage of education.

The childminder is knowledgeable about the context of her setting and has a broad awareness of the strengths, however, areas for development, for both herself and her assistant, are not always identified consistently, therefore the impact of the changes that are made cannot be measured accurately. The childminder must be consistent in her approach to reflective practice, to enable improvements to be assessed and evaluated with precision.

The childminder has a positive relationship with her assistant and welcomes her support with the day-to-day running of the setting as well as her reflective thoughts about their practice. The childminder ensures that she and her assistant are up to date with all mandatory training and displays a good understanding of the recent statutory framework changes, ensuring that they continue to provide the best start to children’s educational journey.

**Prioritises for Improvement**

<b>Safeguarding</b>
<b>Grade</b>
<b>Next step -</b>
<b>Inclusion</b>
<b>Grade</b>
<b>Next step -</b>
<b>Curriculum and teaching</b>
<b>Grade</b>
<b>Next step -</b>
<b>Achievement</b>
<b>Grade</b>
<b>Next step -</b>



<b>Behaviours, attitudes and establishing routines</b>
<b>Grade</b>
<b>Next step -</b> Consider how to further support families understanding and value of attendance and punctuality and establishing positive routines, in preparation for starting school.
<b>Children's welfare and well-being</b>
<b>Grade</b>
<b>Next step -</b>
<b>Leadership and governance</b>
<b>Grade</b>
<b>Next step -</b> The childminder needs to be more reflective of her practice, as well as that of her assistant, to bring about improvements and areas of development effectively.



Name of Childminder	Tammy Judd
Registration Number	SCA170211
Type of Provision (CM at home/99% non-domestic premises, CWDP, CODP)	Childminder at home and non-domestic premises
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both
Local Authority	Oxfordshire
Childminder Agency Inspector	Kathryn Sparkes
Date of previous Inspection	05/02/2025
Number of children on roll	7

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.

Interested in our work? Find out more by contacting us:

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)