



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	5/3/26	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	Previous Inspection
	N/A

Evaluation areas;	Grade awarded
Safeguarding	Met
Inclusion	Strong Standard
Curriculum and teaching	Expected 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

All children, including those with special educational needs and/or disabilities (SEND) and those that face disadvantage and other barriers to their learning thrive at this welcoming, friendly and inclusive setting. The co childminders ensure that they work with parents and outside agencies such as their local authority to implement personalised and targeted support and embed these strategies in their everyday practice to enable all children, including those with SEND to fully access their education. This ensures that all children, regardless of their varied starting points, make continuous progress across all areas of their learning and development.

The co childminders are incredibly caring, nurturing and responsive to individual children's needs. Because of this approach, children quickly form secure, trusting relationships demonstrating that they feel safe and settled here. When children struggle to regulate their emotions, they readily seek the support and reassurance of one of the childminders to help them. During this time, the childminders use phrases such as 'you are safe' 'take my hand' as they gently support them to learn to regulate their feelings and emotions. This has a positive impact on children's emotional wellbeing and their sense of belonging at this inclusive setting.



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 Strong Standard
The co childminders are passionate about removing barriers to learning for all children. The procedures for assessment and monitoring of children's progress are embedded securely. The co childminders carry out regular and thorough reviews from children's starting points, meaning that any gaps in development are swiftly identified. This information is used to inform their teaching and adaptations to their environment. They prioritise their training and research to keep their knowledge and understanding of SEND up to date. They have a clear understanding of their local offer and the processes for seeking additional support from outside professionals and how to secure additional funding. They embed highly impactful strategies into their everyday teaching such as intensive interaction, object exchange and picture reference choosing boards. This enables all children, especially those with identified SEND to make secure progress and develop their early communication and language skills securely.
Curriculum and teaching
Grade Expected Standard
The co childminders deliver a well sequenced curriculum that is engaging and varied reflecting individual children's interests needs and their developmental stages well. There is a firm focus on communication and language. For example, the co childminders have a clear understanding how children process information by being actively engaged in their learning through play. Quality interactions between adults and children effectively support their growing communication and language skills through natural interactions that take place during play. Children quickly become deeply engaged as they tell familiar stories using hand puppets. The childminder skilfully asks questions to prompt thinking, allowing plenty of time for children to process the information and confidently share their ideas with her. High-quality teaching takes place, enabling all children including those with SEND to make sustained progress across all areas of learning. The childminder also attends focused and specific activities outside of the setting such as sensory classes and gymnastics sessions. These are used specifically to support personalised targets for children with SEND. Participation in group activities helps develops their social skills, confidence and independence.

Achievement
Grade Expected Standard
The co childminders gather detailed information during regular observations that take place. Children's progress is monitored regularly and tracked to ensure that they make continued progress from their varied starting points. There are high expectations for every child, including those from disadvantaged backgrounds or those with SEND. This means that all children make sustained progress in across the seven areas of the Early years foundation stage. Children achieve the skills and attitudes they need for their future learning and the next stage in their education, including school or nursey.
Behaviours, attitudes and establishing routines
Grade Expected Standard
Children benefit from the consistent routines and clear guidance that is in place each day. Non-verbal children are supported with visual timetables and now and next boards. Children respond eagerly to requests to tidy away resources or wash their hands independently before mealtimes. They excitedly gather their coats and shoes when it is time to play outside in the garden and wait patiently whilst younger children are supported to dress. Consequently, they develop a sense of security and understand boundaries and behaviour expectations. The co childminders regularly monitor children's attendance and emphasise the importance of regular attendance and punctuality to their parents. They work closely with their families and are very flexible to offer alternative sessions, when family circumstances or individual needs change. This successfully promotes the continuity of education and care for children. Children develop enthusiastic and positive attitudes to their learning where they are eager to explore what is on offer each day. They benefit from a safe, welcoming environment that promotes their curiosity and engagement. Warm, trusting and supportive relationships have been established with children.
Children's welfare and well-being
Grade Expected Standard
Children form very secure relationships with the co childminders. They routinely go to them for comfort or when they need support with emotional regulation. Children are asked to share their consent before any personal care take place, such as nappy changing and wiping of noses. This actively and effectively supports children to recognise the importance of personal space and privacy and encourages them to express themselves and make choices about their own bodies. In general, children do experience some learning about making healthy choices around food. They are provided with healthy snacks and evening meals at the setting where some discussion does take place. However, the co childminders do not consistently implement



their own policies around healthy eating with parents to support the provision of healthy, balanced and nutritional packed lunches consistently in line with current guidance.

Leadership and governance

Grade Expected Standard

The co childminders demonstrate a commitment to providing an inclusive, nurturing, safe environment where all children thrive. They have a clear understanding of how children learn, adapting their curriculum, teaching and environment to reflect the individual interests, needs and developmental stages including those of children with SEND, disadvantaged backgrounds or those that face other barriers to their learning.

The childminder takes the lead as SENCo at the setting. She ensures that she works in collaboration with parents and outside agencies such as speech and language therapist to implement personalised intervention. Additional funding is swiftly applied for and is used to support parents with resources that they can use at home to continue with strategies that are embedded at the setting.

Parent do share positive feedback with the inspector about their families' experiences at the setting, commenting how their children 'thrive here and have made so much progress'. 'My child is excited to attend the setting'. Nonetheless, further improvements should be made when working in partnership with parents. Not all parents can confidently talk about their children's next steps in development or discuss what they are currently learning. This means that there are inconsistency in the education and care between the home and setting parents do not always know how to further support their children's learning at home.



Prioritises for Improvement

Safeguarding
Grade Met
Next step -
Inclusion
Grade Strong Standard
Next step -
Curriculum and teaching
Grade Expected Standard
Next step -
Achievement
Grade Expected Standard
Next step -
Behaviours, attitudes and establishing routines
Grade Expected Standard
Next step –
Children's welfare and well-being
Grade Expected Standard
Next step - consistently share the setting policy around healthy eating to ensure that all children learn about making healthy choices around food.
Leadership and governance
Grade Expected Standard
Next step – further improve parent partnerships by involving parents more consistently when considering children's individual next steps in learning.



Name of Childminder	Aleisha Stanbrook
Registration Number	SCA170307
Type of Provision (CM at home/99% non-domestic premises)	Co cm at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Central Bedfordshire
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	N/A
Number of children on roll	9

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