



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	3/7/25	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?

Children of all ages demonstrate that they feel exceptionally happy and safe at this wonderful setting. The co-childminders show children genuine care and concern, who readily accept comfort and cuddles during play. Children form very strong bonds with the co-childminders which impacts extremely positively on their personal social and emotional development.

Children make outstanding progress across all areas of their learning and development. The co-childminders have very high expectations for all children, including those with special education needs and disabilities (SEND). They work closely with parents and outside agencies to ensure that they implement a consistent approach. This ensures that there is continuity in the care and education that children receive to enable them to make continued progress from their starting points.

Children's behaviour is exemplary. They have extremely positive attitudes to their learning and play. Children respond positively and enthusiastically to adult request for help, such as during tidy up time. Very young children can be seen working together and show high levels of respect for each other and their environment, confidently demonstrating their 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 quality of education at this setting is outstanding. The lead childminder and co-childminder plan a highly effective curriculum that excites and engages children of all ages. For example, children absolutely flourish in the outdoor learning environment that has been carefully arranged to encourage exploration through



play. They are extremely engaged as they freely explore the environment. Children quickly engage in their learning at the 'lemonade stand'. They freely explore with jugs, funnels and scoops as they squash and squeeze the real lemons. The childminder extends their learning further as they invite her into their play and take her order. Maths language is skilfully introduced by the childminder as together they learn through play. Children's experiences are successfully arranged over time to ensure that their learning is fully embedded and builds excellent knowledge and skills for future learning.

The lead-childminder and co-childminder have high expectations for children's behaviour and conduct. For instance, very young children have an excellent understanding of their emotions and the impact they have on others. They instinctively cuddle and show affection to each other as they play and learn in harmony. Their interactions are supported very well as the co-childminders consistently role model positive language to help them explore their emotions and feelings. Relationships reflect a very positive and respectful culture which has a significant impact on children's engagement in their learning and play.

The lead childminder and co-childminder are highly effective in supporting children's confidence, growing independence and the development of their characters. For example, they are supported and encouraged throughout the session to become increasingly independent and manage their own selfcare. All children are afforded privacy during personal care routines. The childminder asks children's permission to change their nappies, teaching children from a very young age about consent with their personal space and bodies. These practices are highly effective and have a huge impact on the development of children's confidence, resilience and character.

Parent partnerships are very strong and are a major strength of the co-childminders. They are consistent in the approach taken with all parents and systems for sharing detailed development progress are firmly embedded. For example, parents regularly attend 'parents' consultations' that are held termly at the setting. They are regularly invited into the setting throughout the year to celebrate special occasions and events with their children and families, creating strong working relationships with parents. This has a hugely positive outcome on the learning and development of all children, including those with SEND.

Safeguarding

The co-childminders have an excellent working knowledge of safeguarding policy and procedures in their local authority. They can confidently talk about a wide range of safeguarding issues that may impact on children and/or their families. They have stringent and secure processes in place for recording and sharing information if they were to have concerns about a child in their care. They understand fully their duty of care to children and families and know how to keep



children safe and reduce any further harm they may be at risk from. They attend and complete regular training to ensure that their knowledge remains up to date.

Inspection Activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.



Name of Childminder	Izabela Wojtowicz
Registration Number	SCA170315
Type of Provision (CM at home/non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both
Local Authority	Kent
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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