



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	24 th February 2026	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	NEEDS ATTENTION
Curriculum and teaching	NEEDS ATTENTION
Achievement	NEEDS ATTENTION
Behaviours, attitudes and establishing routines	EXPECTED STANDARD
Children's welfare and well-being	URGENT IMPROVEMENT
Leadership and governance	URGENT IMPROVEMENT

What is it like to be a child at this setting

The childminders overview of the setting is not focused enough to swiftly identify areas of improvement. She does not always take enough action to implement change quickly. This impacts on the quality of care and education children receive, particularly for those children with special educational needs (SEN). Additionally, she does not implement safe eating practices that at times, can put children at risk of choking.

The childminder's assessments, planning and teaching of the curriculum, for children with special educational needs and/or disabilities is not accurate and sequenced well enough to help children, with more complex and additional needs, make steady progress.

Nonetheless, the childminder welcomes children into an inviting setting where they are happy and develop close relationships with the childminder. She has clear intentions for children's learning. She plans meaningful learning opportunities that relate to the topics of learning. For example, children are learning about Chinese New Year and enjoy exploring noodles and Chinese numbers. They develop their fine motor skills using tweezers, and older children begin to develop an understanding of different countries and people, as well as gaining an understanding of different writing and languages. This helps children develop their knowledge about the world around them



Safeguarding
Grade MET
<p>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.</p>
Inclusion
Grade NEEDS ATTENTION
<p>The childminder does not gain a secure understanding of children’s needs and progress due to the lack of specific and precise assessments of children’s progress. Next steps are often too vague to enable the childminder to monitor progress closely enough. This impacts on the learning opportunities children receive and the progress they can make.</p> <p>The childminder recognises the need to improve her own knowledge and understanding of SEN and/or disabilities in order to fully support children within the setting. For example, she recognises that she does not have a good understanding of referral procedures and therefore, needs to access further guidance and support from other professionals to fully meet children’s needs. Additionally, she recognises that further training focusing on identifying additional needs would be beneficial.</p> <p>The childminder has implemented new resources and methods to support children with SEN. For example, she uses visual prompts to support children’s understanding of what is happening next. However, these new methods are not embedded well enough to observe a positive impact on children’s development at this time.</p>
Curriculum and teaching
Grade NEEDS ATTENTION
<p>The childminder does not always promote children’s engagement well enough to support their learning and development to a high standard. For example, when children leave a small group time, she makes no attempt to reengage children. This impacts on the quality of learning taking place.</p> <p>Children’s language and communication skills are not always supported to the highest standard. For example, although children listen to new vocabulary in stories, songs and conversations, clear words and meanings are not always taught as children lack attention and focus during learning opportunities. Additionally, young children are given dummies for the majority of their day, limiting their ability to learn new words, develop speech sounds and engage in conversations and singing activities.</p> <p>However, the childminder does provide a range of experiences for children that help them learn about the world around them and she incorporates early mathematical teaching into children’s play. For example, children repeat number names and mathematical vocabulary as they build towers and complete puzzles.</p>



Achievement
Grade NEEDS ATTENTION
<p>Children do not always make steady progress. The assessment and tracking of children’s learning, is not yet specific enough to tailor learning opportunities and next steps precisely to ensure speedy progress is made. Children with SEN, in particular, do not access learning opportunities that build on what they already know and can do. For example, next steps in learning are too vague and challenging for children to achieve.</p> <p>The childminder has recently begun to complete baseline assessments for new children, helping her to gain an understanding of children’s starting points and monitor the progress they make. However, this is a new method and therefore it is too early to observe the impact this is having on children’s achievement.</p>
Behaviours, attitudes and establishing routines
Grade EXPECTED STANDARD
<p>The childminder provides clear rules and boundaries for children, helping them to learn and understand their expectations within the setting. Incidents of poor behaviour are dealt with quickly and effectively to ensure children learn right from wrong. The childminder teaches children how to behave, using simple terms such as ‘gentle hands’ to remind children to be kind to their peers. The childminder has recently begun to introduce visual aids to help children with SEN develop their understanding of routines and what happens next.</p> <p>The childminder develops warm and trusting relationships with children that helps them feel safe and secure within the setting. Her responsive care ensures children feel valued and develop respect for others. Children demonstrate an excellent understanding of sharing and how to take turns with resources. For example, children pass toys to their friends when they are finished, recognising their peers waiting patiently.</p>
Children’s welfare and well-being
Grade URGENT IMPROVEMENT
<p>The childminder does not ensure children’s foods are correctly prepared and safe for them to eat. This impacts on children’s safety. Additionally, she does not ensure that her assistant and co-childminder follow the setting procedures to keep children safe during mealtimes.</p> <p>The childminder begins to teach children about their emotions, naming feelings and talking to children about being kind. Children learn to use ‘gentle hands’ with their peers, developing their social interactions from a young age.</p>



The childminder teaches children the importance of being happy and healthy. Children begin to recognise their own needs, such as, recognising when they need to rest. Children confidently ask the childminder if they would like a nap or rest throughout the day.

Leadership and governance

Grade URGENT IMPROVEMENT

The childminder does not ensure the correct preparation of food and her overview of the setting does not ensure practices and procedures are inline with current guidance, requirements and her own settings procedures. For example, she acknowledges the importance of correctly preparing food to ensure children's safety during mealtimes. However, this is not always implemented by herself, her co-childminder or assistants, therefore compromising the safety of children.

The childminders overview of the setting is not as accurate as it could be. While she highlights some areas for improvement and actions some of these effectively, she does not always identify all areas for improvement, such as support for children with SEN, to enhance the quality of care and education provided. Furthermore, the action she takes is not always time efficient to support the outcomes for children effectively and swiftly.

The childminder's training is not tailored well enough to support the good progress of her own knowledge and skills. For instance, she attends mandatory training, but does not yet, attend training focused on areas of improvement within the setting. This means, improvement within the setting is slow and does not impact positively of children's education.



Prioritises for Improvement

Inclusion
Grade NEEDS ATTENTION
Next step – The childminder should extend her knowledge of special educational needs and/or disabilities to better support children and meet their needs.
Curriculum and teaching
Grade NEEDS ATTENTION
Next step – The childminder should support children’s attention and engagement more effectively, to support their learning and progress.
The childminder must carry out in-depth and effective monitoring of children’s learning to enable her to understand what children already know and can do and plan meaningful learning opportunities to support children’s progress.
Achievement
Grade NEEDS ATTENTION
Next step - The childminder should support children’s language and communication skills more effectively, considering the impact of engagement and the use of dummies.
Children’s welfare and well-being
Grade URGENT IMPROVEMENT
Next step – The childminder must implement safe eating procedures and ensure assistants and co-childminder adhere to the settings policies and procedures
Leadership and governance
Grade URGENT IMPROVEMENT
Next step - The childminder should ensure herself and assistants attend regular training to extend their own knowledge and skills effectively.
The childminder must develop a better oversight of the setting procedures and implement more effective monitoring of staffs practices.



Name of Childminder	Cassie Galloway-Hicks
Registration Number	SCA170377
Type of Provision (CM at home/99% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both
Local Authority	Sussex
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	N/A
Number of children on roll	17

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