Company number 10198664
Company Name Suffolk Childcare Agency

QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	02/09/26	Previous Inspection Date:	N/A

The quality and standards of the Early Years provision:	Previous Inspection
	N/A

Evaluation areas	Grade awarded
Safeguarding	Met
Inclusion	Expected 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

Children develop a sense of belonging at this homely setting. The childminder offers care during the holidays, enabling older sibling to join their younger siblings with familiar care and routines that help families feel 'valued' and 'part of the family' here. Children of all ages enjoy their time spent with the attentive and caring childminder. She engages well with them during play and consistently demonstrates patients and kindness which makes children feel safe and secure in her care. This enables children of all ages to develop positive attitudes who engage well in their learning through play.

Children enjoy the range of activities and experiences that the childminder provides for them, which supports them to thrive in their development and learning. The childminder considers each child's individual stage of development to plan her learning environment to meet their needs and interests. As a result, children confidently explore the resources on offer as they engage in role play at the 'café' together, acting out familiar experiences such as cooking and washing up. They confidently invite adults to join in their play as they share their experiences.

Children learn from a young age about the joy of sharing books as the childminder regularly reads favourite stories with the children. They join in with repeated refrains and confidently contribute their ideas to discussions as they listen intently to the story. This helps to develop a love of reading and contributes well to their growing vocabulary.

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 monitors children's development regularly. She observes them during play, linking their next steps and carries out termly assessments that are shared with parents. The childminder knows her children's strengths and what they need to learn next. The childminder does not currently care for any children who face barriers to learning or children who may have special educational needs and/or disabilities (SEND). The childminder needs to develop her knowledge of how to effectively support children with SEND. The childminder is aware of additional funding that she can apply for to support children with barriers to their learning or wellbeing. She also needs to gain a better understanding of her local offer. The childminder recognises that this will help to address the needs of individual children more consistently should she have any children that require extra support in the future and improve her offer.
Curriculum and teaching
Grade Expected standard
The childminder's curriculum is largely play based and led by the children's interests each day. She provides engaging resources that are specific to their interest, which helps maintain their engagement in learning. The childminder joins the children in role play and children thoroughly enjoy learning with her. She has established well-planned daily routines, experiences and activities that promote children's progress and her interactions typically support these skills. However, children are not always given time to think, reflect and respond when they are asked questions during their play as the childminder asks lots of questions in quick succession. The childminder supports children's personal, social and emotional development well. She builds children's understanding of respectful relationships and promotes sharing and kindness as children play. For instance, children enjoy role playing cafes together. The childminder offers gentle reminders as they play with equipment about waiting and turn taking and role models positive praise such as 'thank you for sharing with your friend, that's very kind'. Children show care towards friends who are also using the equipment as they carry on with their play.
Achievement
Grade Expected standard

Children make expected progress across the Early years foundation stage curriculum and are well prepared for their next stage of learning, including school. The childminder understands the important role that parents play in supporting their children's learning at home. Each week Curtis the dog and his journal, spend the weekend with a different child. Parents share stories/photos of what he got up to with their children. This is shared at the setting with all the children. This helps to establish positive relationships and fosters a sense of pride for children in their achievements as they enjoy sharing their experiences with the childminder and their friends.

Behaviours, attitudes and establishing routines

Grade Expected standard

The childminder implements a simple daily routine that children know and understand. They listen and respond positively to her when there is a change in routine such as mealtimes and follow instructions calmly. Children build positive relationships with the childminder and each other, demonstrating curiosity and eagerness to join in with group activities and showing a willingness to learn collaborative play.

Children of all ages and stages of development behave well have and have positive attitudes to their learning, demonstrating kindness and care towards each other. The childminder is consistent in her approach to behaviour management and role models her expectations clearly using age-appropriate strategies and support when children are learning to share and take turns. This has a positive impact on their personal social and emotional development as they learn to manage their feelings and regulate their emotions.

Children's welfare and well-being

Grade Expected standard

The childminder promotes children's health, safety and independence during mealtimes. Children's individual health and dietary care needs are understood and met consistently by the childminder who provides freshly cooked and nutritious meals and snacks each day. Children follow embedded hygiene routines, washing their hands before and after mealtimes. They sit sensibly at the table, and younger children learn how to feed themselves using cutlery competently. The childminder sits and eats with the children being a positive role model. She remains seated, ensuring that children are supervised whilst they are eating.

The childminder implements her policies and procedures consistently and follows safer sleep guidelines within her setting. Children help to get their individual sleep mats and bedding ready before their nap time. When it is time for sleep, children independently go and lay on their sleep mats indicating that they are ready for a rest. Children are comfortable and quickly settle themselves to sleep as the childminder stays close by.

Leadership and governance
Grade Expected standard
The childminder establishes effective partnerships with parents through regular face to face conversations and daily messages and photos that she sends them. She shares termly trackers and next steps to keep parents informed about their children's progress across all areas of learning and development. However, the childminder has yet to establish links with other settings that children attend alongside her care. This means that important information cannot be shared to consistently support the continuity in the education and care of children who attend more than one setting. The childminder continues her professional training and generally has high expectations for herself and her setting, aiming to provide inclusive education and care for the children and families that use her service. She completes self-evaluation throughout the year and maintains regular contact with her agency manager ensuring that she keeps herself up to date with the requirements of her registration. Parents consistently share positive feedback about her services and the progress that their children make in her care.

Prioritises for Improvement

Safeguarding
Grade Met
Next step -
Inclusion
Grade Expected standard
Next step – The childminder should improve her knowledge and understanding of SEND pathways to enable her to be fully prepared to support children in the future.
Curriculum and teaching
Grade Expected standard
Next step - The childminder should allow children time to think, reflect and respond when asking questions to foster their critical thinking skills.
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 -
Leadership and governance
Grade Expected standard
Next step – The childminder should work to establish relationships with other professionals/settings that children attend to ensure consistency in education and care.

Name of Childminder	Stephany Head
Registration Number	SCA 170373
Type of Provision (CM at home/99% non-domestic premises)	CM at home
Registers (Early Years, Compulsory, Voluntary Childcare?	All
Local Authority	Oxfordshire
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	NA
Number of children on roll	3

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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Suffolk Childcare Agency
High Street
Wickham Market
Woodbridge
Suffolk
IP13 0RD
T: 01728 746970
E: hello@scachildcare.co.uk
W: www.scachildcare.co.uk