



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	17/06/2026	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	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

Children are happy and confident learners at this beautiful and engaging home-from-home setting, in which they thrive. The childminder has created a welcoming, calm atmosphere which instantly settles children so they are ready to explore and learn from the moment they start. The childminder is committed to gaining a thorough understanding of each child before they start, ensuring a smooth and reassuring transition into her care, which parents value highly.

Children have access to a wealth of experiences and cross curricular activities that benefit their development across the Early Years Foundation Stage (EYFS) and reduces potential barriers to learning. For example, children have weekly visits to Forest School, delivered by outdoor education specialists, and enjoy developing their communication and language skills during their 'Tiny Talk' sessions, leading to stage appropriate progress across the curriculum. Accurate use of assessment and knowledge of each child allows for the childminder to create learning opportunities that ensure children achieve well from their starting points.

The childminder has created a respectful and inclusive environment which allows all children to feel a sense of belonging. Children display affection to the childminder, her assistant and each other; they reflect the values and high expectations of behaviour that are applied consistently and fairly and respond positively to each other, fostering positive relationships.



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 childminder knows the children exceptionally well, meaning she is able to identify any changing or emerging needs that could present a barrier to learning. The childminder's rigorous monitoring of children with potential Special Educational Needs and/or Disabilities (SEND), effective application of the graduated approach and thorough completion of statutory assessments ensures that support is implemented swiftly. Parents mention that the childminder's dedication to making every child feel valued creates a strong sense of belonging. The childminder works collaboratively with parents and external agencies so that learning is consistent and children with SEND continuously make more than expected progress. For example, the childminder works closely with Speech and Language Therapists and routinely implements their advice and teaching strategies. She allocates funding effectively to allow children to access external providers, such as Tiny Talk, that further promote their communication and language development. As a result, children with limited speech — including non-verbal children — experience high-quality interactions and language-rich learning opportunities that have led to demonstrable improvements in their communication skills.
Curriculum and teaching
Grade - Expected Standard
The childminder has a very good understanding of her setting and delivers her well-designed curriculum through tailored teaching that allows children to meet their next steps in learning. Parents say they are pleased with the engaging and educational activities and experiences that their children are provided with, which are both intentional and meaningful. The childminder prioritises the prime areas of learning, achieving this through responsive 'in-the-moment' teaching and well-chosen resources set within an environment designed to support children's independence in both play and learning. Children's similarities and differences are promoted and celebrated through both adult-led interactions and activities, as well as during continuous provision, in which children are able to revisit their previous learning. For example, the childminder ensures that resources, such as books, small world characters, puzzles and musical instruments, reflect the diverse community in which they live. She also integrates the cultures and traditions



of the families who the setting, to further promote inclusion and instil a sense of belonging for each child.

To further enhance her practice, the childminder should engage in relevant professional development and draw on expert knowledge during all interactions with the children, including transitions and care routines, so they excel in their learning and development.

Achievement

Grade - Expected Standard

All children make good progress from their starting points and develop appropriate age and stage knowledge and skills across the EYFS. Children who face barriers to learning are provided with opportunities and experiences that effectively reduce these barriers quickly so they continue to achieve well. Parents describe their children as thriving in the care of the childminder and say that she plays a significant role in their children's development.

Children are supported to be independent both in their play and during transitions. This growing independence boosts their confidence and nurtures a genuine love of learning as they take greater ownership of their choices. Consequently, children are suitably prepared for their next stage of education, including school.

Behaviours, attitudes and establishing routines

Grade - Expected Standard

The childminder has created a calm and accessible environment which promotes independence and free choice, so children regularly demonstrate positive attitudes towards their learning, the environment and each other. Flexible routines are created to meet the needs of the children and applied consistently to ensure that children respond positively to instructions. For instance, after lunch, children take responsibility for putting their own water bottles away, using visual supports that help them complete the routine with confidence. However, the childminder should ensure that all visuals are used consistently so that children are continuously supported at times of transition throughout the day.

The childminder has established warm and trusting relationships with each child and their families so children are confident learners who display high levels of engagement throughout the day. Parents mention that their children are always eager and excited to go to the setting, which they find incredibly reassuring. They also value the dedication of the childminder in getting to know the children prior to them starting, as they feel this establishes positive relationships that benefit the children enormously.

Children's welfare and well-being

Grade - Expected Standard

The childminder has a comprehensive knowledge of the children at her setting, she is highly responsive their needs and has created a well-structured routine that motivates children to make positive choices. She provides nutritious and balanced meals that



advocate a healthy diet and offers plenty of outdoor opportunities that promote children's physical development. Nonetheless, the childminder could further enhance her practice by teaching children about the effects that foods, exercise and rest have on their bodies so they make continuously informed choices that will benefit their long-term health.

Children display affection for both the childminder and her assistant and enjoy seeking them out to share their experiences. Children demonstrate high-levels of engagement and well-being as they play and explore, knowing that a caring adult is close by to support them. The warm and welcoming environment, both indoor and out, ensures that children settle quickly into the care of the childminder. Children demonstrate how safe and secure they feel at the setting as they invite unfamiliar adults into their play.

Leadership and governance

Grade - Expected Standard

The childminder engages with parents and external professionals effectively so that children's education and care is well supported. Parents appreciate the information that is frequently shared with them and feel that they are included in their child's learning, however the childminder does not yet share information with other settings that children attend. The childminder should establish regular, two-way information sharing with other settings, to ensure that children's learning and development are consistent.

The childminder ensures that her assistant's knowledge is relevant and up to date so that she too can provide the best care and education for children. Her assistant draws upon her knowledge of child development and applies her experience collaboratively with the childminder, so children have access to high-quality interactions at all times. This has a positive impact on the children who attend, as learning opportunities remain consistent and children successfully meet their learning goals.



Prioritises for Improvement

Safeguarding
Grade
Next step -
Inclusion
Grade - Strong Standard
Next step -
Curriculum and teaching
Grade - Expected Standard
Next step - To further enhance her practice, the childminder should engage in relevant professional development and draw on expert knowledge during all interactions with the children, including transitions and care routines, so they excel in their learning and development.
Achievement
Grade - Expected Standard
Next step -
Behaviours, attitudes and establishing routines
Grade - Expected Standard
Next step - The childminder should use visuals consistently to support children at times of transition throughout the day.
Children's welfare and well-being
Grade - Expected Standard
Next step - The childminder could further enhance her practice by teaching children about the effects that foods, exercise and rest have on their bodies so they make continuously informed choices that will benefit their long-term health.
Leadership and governance
Grade - Expected Standard
Next step - The childminder should establish regular, two-way communication with other settings so children's learning and development is consistent.



Name of Childminder	Kathryn Robins
Registration Number	SCA170367
Type of Provision (CM at home/99% non-domestic premises)	Childminder at Home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Early Years and Compulsory
Local Authority	Kent
Childminder Agency Inspector	Kathryn Sparkes
Date of previous Inspection	N/A
Number of children on roll	6

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