



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	21/11/2025	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Good	N/A	
Quality of Education	Good	N/A	
Behaviour and Attitudes	Good	N/A	
Personal Development	Good	N/A	
Leadership and Management	Good	N/A	

What is it like to attend this Early Years Setting?

Children of all ages are happy, settled and confident in this friendly and welcoming setting. The childminder has established strong relationships with children and their families, centred around mutual respect, that ensures children feel safe and secure. The childminder's passion for caring and educating children in the early years is evident in both the enabling environment and the ambitious curriculum.

Children's prime areas of learning are a focus for all; the childminder knows the importance of having good foundations for learning and ensures that children have the communication, physical, personal and social skills that they will need for their next steps in their learning, especially for those transitioning to school.

The children's love of books and the way in which the childminder fosters this is exemplary. The children have access to a wide range of fiction and non-fiction books which they engage with repeatedly and for extended periods of time, displaying high levels of fascination and concentration. The childminder reads in a way that excites children and encourages them to listen attentively, as well as introducing and explaining new vocabulary and concepts in an age-appropriate way. In addition to this, the childminder asks open-ended questions that offer children opportunities to respond to what is being read to them and promote their thinking skills, developing cognitive processes such as critical thinking, problem solving and decision making.

What does the Early Years Setting do well, and what does it need to improve on?

The childminder's curriculum allows for children to learn through a variety of child-led learning opportunities, as well as some adult-focused activities that centre around children's current interests and next steps. The childminder presents information to children clearly and

in a way that is relevant to their age and stage of development, checking children's understanding and extending their learning as opportunities arise. For example, as the children explore the Winter themed activity with Arctic animals, children impersonate the actions of penguins and begin waddling around the table. To further extend children's knowledge, the childminder finds a book about penguins and reads it to the children as they continue with their play. As a result, children make links in their learning and use the information in the book to inform their play and find new ways to do things, such as creating icebergs out of playdough for the penguins to stand on.

The childminder ensures that hygiene policies are implemented consistently, such as handwashing before eating and messy play, however, the childminder does not yet offer all children the opportunities to be independent in managing their own personal needs and should consider ways in which this can be promoted.

The childminder has high expectations of children's behaviour, and this is reflected in their attitude to learning and the way in which they conduct themselves. Effective care practices promote and support children's emotional security and development of their character. Children's emotional literacy is promoted by acknowledging and labelling emotions and the childminder is able to support children as they begin to manage their feelings and behaviour. For instance, when a child becomes upset, the childminder explains that they are feeling sad and frustrated and offers reassurance whilst supporting the child in regulating how they are feeling. In addition to this, the childminder has created an easily accessible 'emotions basket', with resources such as books, puppets and mirrors, that enable children to consider and recognise different emotions during their play.

The setting is highly regarded by parents and partnership with them is a strength of the childminder. Daily communication and the regular sharing of children's progress and next steps in learning allow for an exchange of information that supports children's learning at both the setting and at home, however, some children attend other settings as well, but information is not yet shared with them. The childminder needs to establish communication and information sharing between herself and other settings that children attend, to ensure continuity of children's learning and progress.

Safeguarding

Safeguarding is effective. The childminder knows the safeguarding trends of her local authority and the process for making a referral, should any concerns arise. The childminder knows how to record concerns and the information required upon completion. The childminder has created a safe and secure setting through risks assessments, policies and procedures, which are adhered to consistently and are regularly reviewed and shared with parents, updating as necessary.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should/must:

- Increase opportunities for all children to manage their own personal needs independently.
- Establish communication and information sharing between herself and other settings that children attend, to ensure continuity of learning.

Inspection Activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The provider spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection. Children told the inspector about their friends and what they like to do when they are at the setting.
- Children spoke to the inspector about what they enjoy doing while with the provider
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between staff/the provider and children.
- Parents (the term parents could be replaced with grandparents, carers and so on, as appropriate) shared their views of the setting with the inspector
- The provider provided the inspector with a sample of key documentation on request.



Name of Childminder	Lauren Cooper
Registration Number	SCA170369
Type of Provision (CM at home/50% non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Early Year and Compulsory
Local Authority	Surrey
Childminder Agency Inspector	Kathryn Sparkes
Date of previous Inspection	N/A
Number of children on roll	4

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