



# QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	24 <sup>th</sup> 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

<p><b>What is it like to be a child at this setting</b></p> <p>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.</p> <p>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.</p> <p>That said, the childminder does provide a welcoming setting where children are happy and develop a sense of belonging. Mathematics is a clear part of the childminders curriculum. Children learn about numbers, space and shapes through general play and conversations. The childminder encourages children to count as they build and talk about the sizes of objects introducing vocabulary, such as, big and small. This helps children begin to gain a basic mathematical understanding.</p>
<p><b>Safeguarding</b></p> <p><b>Grade MET</b></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.

**Inclusion**

**Grade NEEDS ATTENTION**

The childminder's teaching does not meet the needs of children with SEN to a high standard. For example, she does not encourage their attention and engagement during learning opportunities, to extend their knowledge and skills further. This impacts on the learning opportunities children receive.

The childminder does recognise some delays in children's development. However, the tracking and monitoring of children's progress is not specific and precise enough to provide an in-depth understanding of complex needs and the progress children are making. For example, next steps are too vague and challenging for some children, especially those with SEN. This means, the progress children make towards these next steps, goes unnoticed.

The childminder does not have a deep enough knowledge and understanding of SEN and/or disabilities to enable her to fully support children and meet their needs effectively. She acknowledges that this is an area for development and plans to attend training opportunities to further her skills and knowledge. However, this has not yet been actioned.

**Curriculum and teaching**

**Grade NEEDS ATTENTION**

The childminder does not recognise where children's engagement and attention skills need further support to extend their learning and development to a high standard. For example, when children leave an activity, she does not attempt to re-engage them or continue their learning. Alternatively daily routine activities take priority and children miss out on important learning opportunities.

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.

Nonetheless, the childminder promotes children's love of reading, through stories and conversations. She reads to children in small groups, looking at the pictures and talking about what is happening during the story. This helps children develop their comprehension skills and love of books.

<b>Achievement</b>
<b>Grade NEEDS ATTENTION</b>
<p>The childminder does not observe and monitor children's progress closely enough to gain an in-depth understanding of their knowledge and skills, the progress they make and what they need to learn next. For example, although next steps in learning are highlighted, they do not support children to make progress in relevant areas of their development. For children with SEN, next steps are not specifically targeted enough to ensure close monitoring of progress can be completed.</p> <p>That said, the childminder has begun to offer opportunities that help children develop their independence. For example, they have implemented a new water station that promotes children's choice and children are encouraged to wash their own hands and take off their own shoes. This helps prepare children for school.</p>
<b>Behaviours, attitudes and establishing routines</b>
<b>Grade EXPECTED STANDARD</b>
<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>
<b>Children's welfare and well-being</b>
<b>Grade URGENT IMPROVEMENT</b>
<p>The childminder does not check and prepare children's food safely. This means, children can be at risk of choking during mealtimes. Additionally, she does not ensure her assistant or co-childminder follow procedures to ensure safe eating practices within the setting.</p> <p>Children learn about healthy eating during mealtimes as the childminder talks to them about the foods they are eating. Additionally, children partake in garden projects, growing a range of fruit and vegetables and learning about these foods. This helps children develop a deeper understanding of healthy eating and routines.</p>



The childminder provides a welcoming environment for children where they are happy. She is responsive to children's needs and this helps children to develop relationships and feel valued in the childminders care.

**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

<b>Inclusion</b>
<b>Grade NEEDS ATTENTION</b>
<b>Next step</b> – The childminder should extend her knowledge of special educational needs and/or disabilities to better support children and meet their needs.
<b>Curriculum and teaching</b>
<b>Grade NEEDS ATTENTION</b>
<b>Next step</b> – 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.
<b>Achievement</b>
<b>Grade NEEDS ATTENTION</b>
<b>Next step</b> - The childminder should support children’s language and communication skills more effectively, considering the impact of engagement and the use of dummies.
<b>Children’s welfare and well-being</b>
<b>Grade URGENT IMPROVEMENT</b>
<b>Next step</b> – The childminder must implement safe eating procedures and ensure assistants and co-childminder adhere to the settings policies and procedures
<b>Leadership and governance</b>
<b>Grade URGENT IMPROVEMENT</b>
<b>Next step</b> - 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	Victoria Cordeux
Registration Number	SCA170387
Type of Provision (CM at home/50% 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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Suffolk Childcare Agency

High Street

Wickham Market

Woodbridge

Suffolk

IP13 ORD

T: 01728 746970

E: [hello@scachildcare.co.uk](mailto:hello@scachildcare.co.uk)

W: [www.scachildcare.co.uk](http://www.scachildcare.co.uk)