



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	20/11/2025	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Outstanding	N/A	
Quality of Education	Outstanding	N/A	
Behaviour and Attitudes	Outstanding	N/A	
Personal Development	Outstanding	N/A	
Leadership and Management	Outstanding	N/A	

What is it like to attend this Early Years Setting?

All children make excellent progress at the welcoming and enabling environment that the childminder has created, that meets the needs of each individual. Children have access to a wide range of open-ended resources and activities that foster their imagination and support their creative development, whilst simultaneously learning valuable life skills that enhance their personal development.

The childminders curriculum is securely embedded across the provision. The childminder has an excellent understanding how young children learn and is exceptionally skilled at incorporating learning throughout every aspect of the children's day, continuously extended learning opportunities as they arise. For example, the introduction of 'song spoons' to engage children during personal care routines, also encourages a two-way dialogue that allows children to revisit and discuss their existing knowledge, and the childminder to introduce new information that builds upon this, extending their understanding even further.

The interactions between the childminder and the children are exemplary. The childminder knows the impact that good communication skills have on children's overall development and has made this a priority for all children. The childminder continually role-models language and this is supported by the use of visuals and text around the setting, as well as weaving songs, rhymes and stories into their play, which all encourage further opportunities for their language to develop.

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

The setting's curriculum places emphasis on the ways in which children learn, and effective learning is evident in every aspect of the children's play, supported by the childminder. For example, when the children go outside, they find that all the resources and activities have been frozen and cannot be used immediately. The childminder uses skilful, thought-provoking

questions that allow the children to explore the properties of ice, problem solve and test ideas as to how they can access the toys and positive reinforcement that encourages the children to persevere, even when they experience difficulties.

The childminder consistently introduces new vocabulary through thoughtful commentary and open-ended questions that enable children to communicate with fluency and confidence. This, entwined with a curriculum that builds on what children know and can remember, is highly effective in enabling children to build sufficient knowledge and deep understanding; with the childminder recognising opportunities to revisit previous learning. For instance, the children were discussing a caterpillar birthday cake they had seen, and the childminder prompted them to recall the caterpillars they had at the setting earlier in the Summer. The children excitedly and concisely explained the process that had occurred when the caterpillars had changed into butterflies, remembering language such as 'cocoon', and they found a book that enabled them to show me what had happened.

The childminder knows the children very well and is able to meet each of their individual next steps in a variety of differentiated activities, that are built upon their current interests. For instance, when playing in the Autumn themed tuff tray, using the natural materials the children had collected on their walk, the childminder had considered how she could meet the needs of each child and was accomplished at supporting children's next steps throughout. This included using new vocabulary and encouraging fine-motor skills for the youngest children and introducing new mathematical language and concepts for older children. As a result, all children make excellent progress and gain detailed knowledge in each of the seven areas of learning.

The children's behaviour and attitude to learning is impeccable, supported through an embedded, flexible routine that allows children to understand what is expected of them throughout the day. Transition times are well managed through the use of games and songs that encourage participation from the children and further opportunities for learning. For example, at tidy-up time, the childminder plays a shape hunt game, in which the children sing about 'going on a shape hunt' in order to find the different shaped wooden blocks. This leads to a conversation about the names and properties of shapes, such as 'long' 'round' and 'edges' and the reasons as to why they will or will not fit into the sections provided. This improves their mathematical knowledge, language, reasoning and problem-solving skills, as well as instilling a sense of pride at the environment that they have cleaned up.

Promoting children's independence is another aspect that the childminder excels at. Children are extremely independent, supported through an enabling environment; with step stools and visuals for handwashing, opportunities to dress and undress themselves and allowing children to help prepare, and then serve themselves, their own snacks and drinks. When children ask for help, the childminder encourages them to try by themselves first, before stepping in, or suggests that they ask their friends for help, which enables opportunities that improve children's confidence and self-esteem as well.



Safeguarding

Safeguarding is effective. The childminder knows how to keep children safe in her environment, with daily risk assessments of the indoor and outdoor areas completed throughout the day. Due to the setting's close proximity to the county border, the childminder is aware of safeguarding trends for their local authority, as well the neighbouring local authority, which ensures she is prepared to effectively identify a number of risks to any of the children in her care. In addition to this, the childminder knows how to make report safeguarding concerns and make referrals to both local authorities and has all the contact information to support this.

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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff/the provider and children.
- The providers and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The provider provided the inspector with a sample of key documentation on request.



Name of Childminder	Ellis Slevin
Registration Number	SCA170343
Type of Provision (CM at home/50% non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Early Years and Compulsory
Local Authority	Hampshire
Childminder Agency Inspector	Kathryn Sparkes
Date of previous Inspection	N/A
Number of children on roll	5

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