



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	04/03/2026	Previous Inspection Date:	First inspection
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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

Being a child in this setting means being known, valued and gently stretched every day. From arrival, adults notice moods, understand needs and respond with calm, consistent care, creating a warm, nurturing atmosphere where children feel secure and confident to explore.

High-quality interactions run through the day. Adults use purposeful chatter, modelling and well-timed questions to extend language, thinking and curiosity e.g. when counting spoonfuls of sand, comparing dinosaur features or singing familiar songs. Children are given time to think, encouraged to try, and praised for effort, which builds vocabulary, resilience and pride.

Play is joyful and inclusive; the children share, show empathy and celebrate each other's successes; they listen, offer help and include others. Independence is growing and learning is woven into these moments as adults extend thinking with gentle challenge e.g. putting on shoes, expressing needs, caring for dolls and handling books with care.

The curriculum is broad and rooted in children's interests, with the planned experiences and spontaneous opportunities promoting learning across the EYFS, and outings to playgroups, the library, the farm, cafés and community spaces broadening the children's understanding of the world and boosting confidence.

The children are thriving, developing strong relationships with adults, make good progress in communication and physical development, and show high levels of engagement, curiosity and joy. Parents describe their children as happy, thriving and excited to learn, reflecting the warm, secure, stimulating and well-led environment the setting provides.



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. Safeguarding is seen as the responsibility of everyone and is woven into everyday life at the setting and being evident in clear routines and vigilant staff who understand procedures and act swiftly and confidently to keep the children safe. Staff maintain strict controls when out in the community (signing in at playgroup; meeting visitors at the entrance) and use visible measures such as multiple door locks to reduce risk. Registers, absence procedures and key safeguarding contacts are readily accessible and used appropriately; staff completed appropriate CPD, e.g. safe-sleep training; and log regular fire drills. Daily circle time and morning chats with parents ensure staff notice changes in mood or needs, and staff act swiftly — for example, pre-warning children about an inspector so they could settle and seek comfort from known adults. Parents consistently describe the care the setting provides as safe, nurturing and deeply impactful. Children feel secure, explore confidently and are actively engaged, reflecting a strong culture of safeguarding underpinned by clear procedures and close staff–parent communication. 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
Children experience an inclusive setting where individual needs are identified and met through practical adjustments, a curriculum that promotes equality of opportunity and strong partnerships with families e.g. identifying over-reliance on Makaton, staff and parents reviewed its use and agreed a phased change. Consequently, the child now verbalises more. Staff know each child’s strengths and needs and adapt activities accordingly, e.g. targeted physical play (dancing, parachute games) supports a child where a concern about muscle strength was identified. High expectations ensure children are developing well e.g. counting how many spoonfuls to fill a container. Routines and organisation remove barriers: visits to playgroups, the library and the farm are scheduled so all children can attend; resources reflect the children’s multicultural backgrounds; and daily handovers keep staff aware of changing needs. Staff use purposeful questioning and take-up time to ensure every child can participate at their level, while trackers and parental communications share progress and next steps. Routines build confidence and security, e.g. promoting age-appropriate independence such as waiting patiently when getting into car seats, washing hands, etc. The culture promotes empathy and belonging: children share and celebrate peers’ successes This means inclusion is lived, not just planned

Curriculum and teaching
Grade – Expected Standard
The curriculum is broad, purposeful and responsive, blending planned experiences with child-led opportunities that promote all areas of the EYFS. Staff use targeted interactions e.g. purposeful questioning, take-up time and repeated storytelling, to deepen learning for example during the daily story time. Adults skilfully extend play (counting spoonfuls of sand, comparing dinosaur features, exploring volume with containers) so children practise mathematical thinking, vocabulary and reasoning within meaningful contexts. Attending regular playgroup, library and farm visits broaden social learning. Planned sequences and spontaneous opportunities support motor skills, cultural awareness and independence e.g. crafts for Chinese New Year and valentines, parachute games, dancing and targeted physical play to strengthen muscles and balance Outings to playgroups, the library and the farm broaden children’s social and community learning and are scheduled so all children can attend. Assessment is ongoing: daily dialogue with parents, trackers and observations inform next steps and adapt provision. Resources reflect children’s backgrounds and ensure equality of opportunity. Teaching consistently promotes curiosity, resilience and sustained engagement so children make progress across the EYFS. Staff reflect through regular professional discussion.
Achievement
Grade – Expected Standard
Children make good, observable progress across the Early Years Foundation Stage because staff identify small steps, celebrate success and provide purposeful opportunities to practise new skills. Daily interactions and targeted activities turn curiosity into measurable learning: e.g. Child C counted 34 spoonfuls while filling a container, demonstrating emerging mathematical reasoning and sustained concentration; e.g. Child A joined in singing and dancing with a book, improving posture and balance and so addressing an identified need; e.g. Child B moved from quiet to confidently naming colours and joining group games. Staff use trackers, observations and regular dialogue with parents to record progress and plan next steps, so learning is cumulative and responsive. Achievement is reinforced through celebration e.g. clapping, praise and peer recognition; which builds confidence and encourages children to try again, building resilience. Practical experiences (library story times, playgroup sessions, farm visits) extend learning beyond the setting and accelerate social, language and physical development. Resources and activities are adapted to individual needs so every child can succeed. Parents’ feedback corroborates the setting’s impact on children’s achievement, as they report that their children are “thriving”, “proudly repeating phonics” and returning home excited.
Behaviours, attitudes and establishing routines
Grade - Expected Standard
Children demonstrate consistently positive behaviour and routines which support learning and independence. Staff model expectations e.g. good manners, sharing, and use calm redirection when needed, so children quickly settle and follow daily patterns e.g. circle time. The children



reflect modelling, e.g. children share, include peers, and show empathy (e.g. offering toy keys, or making space for others to see a book).

Routines also support independence e.g. children practise age-appropriate tasks (feeding themselves, brushing teeth) and are encouraged to verbalise needs. These predictable routines help children anticipate events and feel secure; in addition, the curriculum includes surprises building confidence and resilience, e.g. meeting lambs at the farm or exploring dressing up clothes at Ickworth house.

Adults' close proximity and sensitive supervision promote positive choices; e.g. staff sit with children during playgroup singing and move nearer when children need support.

Praise and celebration are routine: clapping and verbal encouragement follow achievements, which builds confidence and motivates children to try again.

Positive relationship with parents enables professional dialogue, e.g. over healthy lunches; and families follow procedures, e.g. informing if child can't attend setting because of ill-health.

Children's welfare and well-being

Grade – Expected Standard

Children experience warm, secure relationships that underpin their welfare and well-being. Staff know each child and family well, using daily handovers and circle time to understand moods, needs and any changes at home. This close knowledge allows staff to respond sensitively, offering comfort when children feel unsure and supporting them to settle quickly. Healthy routines are embedded: children drink only water, eat fruit for snacks and families are supported to provide nutritious lunches. Staff work with parents to build independence, such as practising toothbrushing at the setting and continuing this at home.

Outings are carefully organised to ensure safety and rich experiences, with clear supervision roles when visiting playgroups, soft play or the library.

Safe sleep training, fire drills and accident records contribute to a culture of vigilance.

Children show confidence in exploring, returning to adults for reassurance before quickly re-engaging in play. They demonstrate emotional awareness, empathy and growing resilience. Parents consistently describe their children as happy, thriving and secure, reflecting the strong focus on welfare and well-being across the setting and this supports their ongoing development every single day.

Leadership and governance

Grade – Expected Standard

Leadership is reflective, child-centred and rooted in strong professional relationships. The childminder and assistant work seamlessly together, anticipating each other's needs and ensuring the setting runs smoothly. Staff describe the environment as an "extended family", where children's well-being, safety and development are always the priority. Professional dialogue is frequent and purposeful; decisions are shared with families, such as reviewing the use of Makaton to support a child's transition to verbal communication. Leaders act on information from parents, health checks and daily observations to adapt provision, for example introducing targeted physical play to strengthen a child's leg muscles after the 12-month review.

Safeguarding procedures are well understood and consistently applied, with clear systems for absence, visitor management and safe practice on outings. Leaders maintain strong relationships with families, ensuring continuity between home and the setting and enabling early identification of emerging needs.

There is a clear understanding of strengths and areas for development. The Self-Evaluation Form is in place but not yet fully complete, and leaders recognise the need to formalise actions and next steps. Training is ongoing, though the required 16 hours of CPD have not yet been met. Priorities now include completing the SEF with measurable actions and increasing engagement in professional development to strengthen practice further.

Prioritises for Improvement

Safeguarding
Grade - Expected Standard
Next step - Introduce a termly safeguarding scenario review to keep decision-making consistent and up to date.
Inclusion
Grade - Expected Standard
Next step - Create a simple record of adaptations and their impact to ensure support strategies are reviewed and refined consistently.
Curriculum and teaching
Grade - Expected Standard
Next step - Add a brief post-activity reflection to capture what children learned and how this will shape next steps
Achievement
Grade - Expected Standard
Next step - Record small-step progress from daily interactions to show children's rapid development clearly and consistently.
Behaviours, attitudes and establishing routines
Grade - Expected Standard
Next step - Introduce a simple visual prompt for key routines to help younger children anticipate transitions and build independence.
Children's welfare and well-being
Grade - Expected Standard
Next step - Introduce a simple termly well-being check-in (drawing on parent feedback and observations) to spot patterns early and plan targeted support.
Leadership and governance
Grade - Expected Standard
Next step - Complete the SEF with clear, measurable actions and increase annual CPD to the full 16 hours to strengthen leadership oversight and continuous improvement.



Name of Childminder	Jemma Fawcett
Registration Number	SCA 170402
Type of Provision (CM at home/CM at home with 99% non-domestic premises/CWDP/CODP)	CM at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Early Years
Local Authority	Suffolk
Childminder Agency Inspector	Catherine Laird
Date of previous Inspection	N/A first inspection
Number of children on roll	7

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