



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	09/03/2026	Previous Inspection Date:	N/A
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Evaluation areas;	Previous Inspection
Safeguarding	MET
Inclusion	Expected Standard
Curriculum and teaching	Expected Standard
Achievement	Expected Standard
Behaviours, attitudes and establishing routines	Strong Standard
Children's welfare and well-being	Strong Standard
Leadership and governance	Expected Standard

What is it like to be a child at this setting

Children experience a warm, well-organised and nurturing environment where they feel safe, valued and eager to learn. The setting is thoughtfully arranged with accessible resources, inviting play areas and clear routines that help children understand what happens next. Safety measures such as stair gates and supervised bathroom routines contribute to children's sense of security, while the calm, friendly atmosphere supports their confidence and independence.

Each day begins with a welcoming chat time, giving children space to share how they feel and talk about their experiences. This helps them settle, builds emotional literacy and allows the childminder to tune into their moods and needs. Throughout the day, children are encouraged to express themselves, make choices and take part in familiar routines such as the 'Hello song', selecting how they feel, and contributing to the daily display. These predictable structures give children comfort and ownership of their day.

Interactions are warm, responsive and inclusive. Children receive cuddles, reassurance and sensitive support, especially those who are quieter or more anxious. The childminder skilfully draws every child into play through gentle questioning, modelling language and offering choices. Children show empathy, take turns and demonstrate strong social awareness, often checking in with one another or asking politely for a turn.

Play is rich, imaginative and joyful. Children explore with curiosity—examining transparent blocks, arranging flowers in the role-play shop, or engaging in pretend picnics and phone calls. Their excitement and wonder are celebrated, and emerging learning is extended naturally through conversation and questioning.

Snack times and routines further promote independence, with children washing hands, pouring drinks and using cutlery confidently. Politeness and positive behaviour are the norm, reinforced through consistent modelling and praise.

Parents describe their children as thriving: growing in confidence, independence and curiosity, and often reluctant to leave at the end of the day.



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 embedded throughout the setting, creating a culture where children's safety, welfare and individual needs are prioritised. The childminder has a secure understanding of safeguarding requirements, including safer recruitment procedures. Clear systems are in place for recognising, recording and reporting concerns, and although no referrals have been necessary, the childminder is confident in the process and knows where to seek advice or escalate issues. Prevent duty is well understood, with awareness of how children's language, play and behaviour may indicate emerging risks. Daily practice reflects this strong safeguarding culture. Risk assessments are detailed, regularly reviewed and cover the setting, activities, outings and visits. The environment is thoughtfully organised with safety measures such as stair gates, supervised routines and well-maintained resources. The childminder is alert to children's emotional cues and developmental needs, identifying concerns quickly and working closely with parents and other professionals when required. Children benefit from a warm, secure atmosphere where they feel safe to explore, express themselves and build trusting relationships. Parents speak highly of the childminder's professionalism, communication and reliability.
Inclusion
Grade – Expected Standard
Inclusion area of focus of the setting, with every child's progress, wellbeing and sense of belonging thoughtfully supported. The childminder tracks children's development closely, identifying gaps or emerging needs early and using this information to shape next steps. This proactive approach ensures that all children, including those who are quieter or need additional reassurance, are fully involved in daily routines and learning experiences. The childminder liaises effectively with other settings, such as the local pre-school, sharing progress checks and next steps to ensure consistency. Two-year checks are completed collaboratively, and parents describe communication as excellent, with regular updates, photos and opportunities to discuss learning. Social events help families connect, strengthening the sense of community. Children benefit from visual timetables, communication cards and predictable routines that support understanding, anticipation and emotional security. Equality of experience is carefully planned for, with activities repeated across days so no child misses out. The settings lending library encourages shared reading at home, and the childminder plans to expand this with themed family packs such as toilet training and dental hygiene. Emotional wellbeing is prioritised, enabling children to feel safe, confident and ready to learn.
Curriculum and teaching
Grade – Expected Standard
The curriculum is thoughtfully designed to offer rich, varied and meaningful experiences that build children's curiosity, confidence and understanding of the world. A calm,

well-organised environment supports engagement, with weekly themes such as “Families” or “Zoo Animals” providing structure while allowing flexibility to follow children’s interests. Learning is extended before and after outings, helping children make connections — for example, exploring baby animals before visiting the zoo, then revisiting giraffes through stories, mark-making and imaginative play.

Regular visits to playgroups, music sessions and community spaces broaden children’s social experiences and help them learn to follow instructions, share space and interact confidently with others. Trips to nature reserves, the beach, farms and the Sealife Centre deepen their understanding of the natural world and local community. Cultural celebrations, such as Chinese New Year, expose children to diverse traditions through storytelling, sensory play, craft and food tasting.

Teaching is warm, responsive and skilfully pitched. Children are encouraged to think, question and explore, whether counting candles on a birthday cake, comparing sizes and capacities, or negotiating turn-taking with peers. Parents are supported to extend learning at home through weekly book loans and regular communication.

Achievement

Grade – Expected Standard

Children make strong, sustained progress because the childminder builds their confidence, independence and sense of self. Familiar routines such as the Welcome Song and choosing from the song bag help children feel secure, while purposeful repetition consolidates learning. Children develop independence through everyday tasks like putting on shoes, washing hands and pouring drinks, and these achievements are celebrated, strengthening their self-esteem.

Curiosity is nurtured through hands-on exploration, such as discovering how coloured plates change what they see or experimenting with outdoor resources. Activities are carefully matched to children’s needs: bouncy ropes support balance and cooperation, while circle time encourages self-expression, emotional awareness and social confidence. The environment offers rich opportunities across all EYFS areas, from mark-making and imaginative play to physical challenges and problem-solving.

Behaviours, attitudes and establishing routines

Grade - Strong Standard

Children demonstrate positive attitudes to learning, supported by clear routines, warm relationships and consistent modelling. The childminder sets a calm, respectful tone, showing curiosity and enthusiasm that children naturally mirror. Everyday moments become opportunities for exploration — noticing the weather, tasting new fruits, or discovering how coloured plastic changes what they see. Children feel comfortable and secure, seeking comfort when needed and eagerly sharing their play discoveries. Routines such as circle time, story time and snack time provide structure and predictability, helping children understand expectations and feel confident in what comes next. Instructions are clear and age-appropriate, and the childminder models behaviours such as drying hands, waiting patiently and using polite language. Children respond well, showing kindness, turn-taking and awareness of others’ feelings.

When challenges arise, the childminder uses a restorative approach. Children are guided to find solutions: asking for a toy rather than grabbing, or discovering that waving an arm can create bubbles when blowing is tricky. Puppets and resources like the Colour Monster help children articulate emotions and develop empathy.



Children play collaboratively, share resources and support one another. Attendance is strong, and families value the positive, nurturing atmosphere that underpins children's behaviour and attitudes.

Children's welfare and well-being

Grade – Strong Standard

Children's welfare and well-being are central to the setting's ethos. The environment is warm, inclusive and thoughtfully organised, with accessible resources indoors and outdoors that encourage exploration, independence and active play. Regular outings, (to playgroups, parks, the zoo and community spaces), enrich children's experiences and broaden their understanding of the world.

Healthy routines are embedded throughout the day: children wash their hands independently before snack time, pour their own drinks and learn about healthy eating through conversations and modelling. Social interactions at the table are used to build communication skills, confidence and positive relationships. Sleep routines are well supported, with mats available for rest and comfort.

The childminder responds sensitively to children's emotional needs, offering reassurance, cuddles and calm guidance. When a child had their first dentist visit, the childminder used this as a learning opportunity, introducing a mouth model, toothbrush and mirror to help children understand dental hygiene and reduce anxiety.

Parents describe the setting as friendly, well-organised and nurturing, and value the strong communication and partnership. Children feel safe, cared for and confident, enabling them to engage fully in learning and play

Leadership and governance

Grade – Expected Standard

Leadership is reflective, committed and centred on providing the best possible experiences for children. The childminder maintains strong professional relationships with families, sharing achievements, discussing concerns and working together on next steps. Communication with other settings, such as the local pre-school, ensures consistency and continuity for children who attend multiple provisions.

Self-evaluation is ongoing and meaningful. The SEF is used as a working document to reflect on practice, identify priorities and plan improvements. The childminder has a clear vision for the setting's long-term development, though sometimes worries about "getting it right". Support networks, including other childminders, the SCA community and the manager, provide reassurance and professional dialogue, and the childminder is increasingly confident in seeking guidance when needed.

Resources are well managed, regularly checked and thoughtfully arranged to support learning without overwhelming children. Weekly themes help structure the environment, with spaces adapted to highlight key experiences such as the flower stall or family-themed activities. Training is ongoing, with recent CPD in safeguarding, Prevent, maths, effective learning and food hygiene.

Leadership is driven by a strong moral purpose: ensuring children feel safe, confident and able to thrive. This commitment underpins every aspect of the setting.



Prioritises for Improvement

Safeguarding
Grade - Met
Next step -
Inclusion
Grade - Expected Standard
Next step - Extend multi-agency links to enhance support, especially with health visitors or specialists when concerns arise, SCA manager.
Curriculum and teaching
Grade - Expected Standard
Next step -
Achievement
Grade - Expected Standard
Next step -
Behaviours, attitudes and establishing routines
Grade - Strong Standard
Next step -
Children's welfare and well-being
Grade - Strong Standard
Next step -
Leadership and governance
Grade - Expected Standard
Next step - Increase annual CPD to the full 16 hours to strengthen leadership oversight and continuous improvement.



Name of Childminder	Chloe Hall
Registration Number	SCA170403
Type of Provision (CM at home/CM at home with 99% non-domestic premises/CWDP/CODP)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers
Local Authority	Suffolk
Childminder Agency Inspector	Catherine Laird
Date of previous Inspection	N/A first inspection
Number of children on roll	5

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