Company number 10198664
Company Name Suffolk Childcare Agency

QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	14th May 2026	Previous Inspection Date:	First inspection

The quality and standards of the Early Years provision:	Previous Inspection
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Evaluation areas;	Grade awarded
Safeguarding	Met
Inclusion	Strong 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

Children are happy and settled in the inclusive and welcoming environment and show that they feel safe in the care of the co childminders and the assistants that work with them. They develop strong attachments to all of the staff here and readily invite them into their play or ask for help if they need it.

Children eagerly join in with their friends during play in the garden and enjoy following exercise routines with the childminder. They share and take turns and play collaboratively together, where they show a keenness to learn. Children are enthusiastic and positive in their approach and demonstrate a strong sense of belonging here.

Children develop a deep sense of belonging at this setting. Their social and emotional development is well supported. Children make connections to their home lives as they excitedly share with the inspector their wonderful family photos in the home area of the setting. Children are proud of their family photos as they hug them and give them a kiss.

Children with special educational needs and/or disabilities (SEND) and those that may face other barriers to their learning make continuous progress form the starting points. The co childminders ensure that timely referrals are made to outside agencies such as health visitors and speech and language therapy. This enables them to implement targeted approaches within their setting so that all children achieve well.

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.
Inclusion
Grade Strong
The co childminders demonstrate their passion for providing an inclusive education for all children, especially those with SEND or who face other barriers to their learning. Children's attainment is closely monitored to enable swift action to be taken and close gaps in learning quickly. They work with their local authority regularly to further monitor the impact of additional funding and the outcomes. This ensures that they are providing the best possible high-quality teaching and learning that helps children with SEND thrive and enjoy their time at the setting before they move on in their education. The co-childminders embark on regular training and collaboration with other agency registered childminders. They recognise the positive impact this has on the quality of their teaching and the outcomes for all children, especially those with SEND or who face other barriers to their learning.
Curriculum and teaching
Grade Expected standard
The co childminders plan teaching experiences that support children's learning across all areas of learning and development typically well. Their curriculum places an emphasis on developing children's communication and language skills. They use their knowledge about children's individual development, alongside ongoing observations and assessment to shape a curriculum that reflects all children's individual needs, interests and stages of development well. This means that all children including those with special educational needs and/ or disabilities (SEND) and those that they may face other barriers to the learning make continued progress from their starting points. Children benefit from a balance of adult led and child-initiated play, both inside and outside of the setting. Children's communication skills are supported through everyday interactions that take place consistently. They regularly sings songs, reads stories and engage children in meaningful conversation throughout the day. For instance, during an adult led activity, children hear a range of new words as they explore mixing vinegar and bicarbonate of soda together to create bubbles for their sea creatures. The childminder skilfully incudes mathematical concepts within his teaching, and even the very youngest of children can be heard using number language independently. Nonetheless, there are occasions when activities change before children have had sufficient time to explore their own ideas and deepen their learning independently. When

this happens, children do not always have enough time to practise and build on what they have learned previously.

Achievement

Grade Expected standard

Children become confident communicators and use a wide range of language. They engage in meaningful conversations throughout the day and every opportunity such as mealtimes is used to hold two way discussions. Quality interactions take place, where children are encouraged to share their thought and ideas, fostering a great sense of confidence in social situations.

Children are well prepared for their transition into school. From the moment they join the setting, children are encouraged to become increasingly independent in their self- care routines. Low-level hand-washing facilities within the room means that children can independently wash their own hands. They can listen to instructions and sensibly follow routines such as placing their dirty cutlery into the bowls provided.

Behaviours, attitudes and establishing routines

Grade Expected standard

Children have positive relationships with each other, the co childminders and the assistants that work with them. Some children and their siblings have received care from the childminder over many years. This helps to foster a consistent quality of care for children and their families. As a result, children are very relaxed and comfortable in their care and engage in purposeful play.

Children behave well, share and play cooperatively. All staff are consistent in their approach to behaviour management and encourage children to behave in a positive manner. The childminder encourages children to share resources, take turns and to be kind to each other. For example, when playing with water inside the childminder gently reminds children that some of their friends do not like to get splashed. Children respond very positively and say 'This will make them happy if I swoosh it like this won't it?'. They receive lots of praise and a 'high five' from the childminder which delights the children.

Children's welfare and well-being

Grade Expected standard

The co childminders create an inclusive and welcoming environment at this diverse setting that meets children's individual needs well. From the outset, secure positive relationships are established with consistent 'settling in' processes firmly embedded. This helps children build trusting relationships with the co childminders and any assistants that work with them. This effectively supports children to feel safe and secure in their care and contributes positively to the development of their self-esteem.

The co childminders provide children with a diverse range of freshly home cooked meals every day. Families share their favourite recipes from home that are included in the weekly menus that are created. Children are willing and eager to try new foods with confidence and say 'this is delicious' as they enjoy a Sri Lankan curry and rice together. Mealtime routines are social occasions that effectively support children's personal and social development as they learn very good table manners.

Leadership and governance

Grade Expected standard

The co childminders are passionate about the services that they provide to their children and families and recognise the impact that high quality education and care have on the outcomes for all children, including those with SEND and those that may face other barriers to their learning. They continually complete self-evaluation to highlight areas where improvements can be made. For instance, they have plans to enhance their outdoor provision to improve children's learning opportunities outside in the fresh air further.

The co childminders regularly take part in professional development opportunities that are provided by the agency. They understand the importance of keeping their knowledge and understanding up to date. They implement regular staff meetings with their assistants and share important information with. However, they have not yet implemented a robust training programme for them to continually develop their knowledge and understanding. This does impact on their understanding of the teaching and learning that takes place at the setting.

Prioritises for Improvement

Safeguarding
Grade MET
Next step -
Inclusion
Grade Strong standard
Next step -
Curriculum and teaching
Grade Expected standard
Next step - The childminder should refine teaching to ensure activities are not changed too quickly so children can sustain and deepen their play and learning.
Achievement
Grade Expected standard
Next step -
Behaviours, attitudes and establishing routines
Grade Expected standard
Next step -
Children's welfare and well-being
Grade Expected standard
Next step -
Leadership and governance
Grade Expected standard
Next step – The childminder should continue to develop training opportunities for any assistants they may work with them to embed consistently high- quality teaching across the setting.

Name of Childminder	Gayan Maduranga Ranasinghe Arachchige
Registration Number	SCA170418
Type of Provision (CM at home/99% non-domestic premises)	Childminder at home & 99% non-domestic
Registers (Early Years, Compulsory, Voluntary Childcare?	All
Local Authority	Harrow
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	-
Number of children on roll	18

The Suffolk Childcare Agency (SCA) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

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