



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	19/6/25	Previous Inspection Date:	-
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
Quality of Education	Good	-	
Behaviour and Attitudes	Good	-	
Personal Development	Good	-	
Leadership and Management	Good	-	

What is it like to attend this Early Years Setting?

Children are happy and settled in the care of the co-childminders. The childminders embed a robust settling in process that includes stay and play sessions with their parents. They work in collaboration with their parents during this time to ensure they have a good understanding of children's development and starting points. This helps to aid a smooth transition into the care of the co- childminders as they begin to form secure attachments with the adults at the setting.

Children behave well during their time at this lively setting. The co-childminders offer gentle reminders to children about sharing as they play together in the home corner. Children respond positively to these adult requests, demonstrating their understanding of why behaviour rules are in place. This has a positive impact on their development as they learn to take turns and share with their peers.

The co- childminders know their children well. They regularly track children's development across the seven areas of the Early years foundation stage curriculum. This enables them to plan their teaching and learning well to include children's current interests and next steps in development. This means that children make continued progress from their starting points.

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

The co- childminders implement a play based, child led approach at this setting, where teaching generally strong overall. For example, older children choose their favourite books at story time. The childminder reads in an engaging way as children explore how to move like a dinosaur. They quickly become engaged in their learning and confidently share their ideas as they freely move around on their hands and knees. Their communication and language is also supported well as they learn new complicated words such as dinosaur names. However, younger children do not always engage as well. The story books are too

complex for these children to understand, and teaching does not always take this into account as instructions are too difficult for younger children to follow. This means that younger children disengage and wander off to different areas of the setting, impacting on their learning experiences.

The environment and resources generally reflect the setting ethos of 'child led' play well. For example, older children lead their own learning through play as they role play Dr's in the home corner. They play happily together as they use easily accessible resources such as stethoscopes to support their play. Nonetheless, the co- childminders do not always consider as well how their environment is arranged to support their younger learners more effectively. For instance, younger children cannot always access resources that are suitable for their age and stage of development as these are stored on shelves out of their reach. The childminders should further consider their environment to enable younger children; particular babies access to a wider range of suitable resources to support their independence and engagement in play.

Children behave well during their time here. For example, older children know and understand the routine that is in place. They happily respond to adult requests for help to tidy up and enjoy this responsibility, they know where everything belongs and quickly take their seats ready for story time. However, there are occasions when no warning is given for a change in routine, such as when care routines are started. This impacts on younger children's engagement as their play is interrupted. Children often become confused during this time and become upset as they are not familiar with the routine in place.

Parent partnerships are positive yet still developing at this growing setting. Parents do share positive feedback about the care and education that their children receive here. Further improvements are needed to strengthen further. For instance, the childminders have implemented a new online application to aid in sharing information with parents. However, this is yet to be embedded fully as their partnership is still in its infancy. The childminders have yet to establish a consistent two way flow of information with all their parents to ensure consistency in the education and care between the home and setting. They have already made positive changes to improve and remain reflective about joining together as co childminders and the challenges they may face.

Safeguarding

Safeguarding is effective

There is an open and positive culture around safeguarding that puts children's interests first.

The co childminders have a thorough understanding of their safeguarding roles and responsibilities. They ensure that they work with their agency to follow safer recruitment guidelines when employing new staff. They have robust systems in place for recording and reporting any concerns that they may have about children in their care. They understand what must be done if an allegation was about a member of staff. They can confidently

discuss a range of safeguarding scenarios, where they are able to recognise quickly when a child may be at risk of further harm.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should/must:

- Consider further the arrangements for teaching and the environment to improve younger children's learning opportunities and engagement in play.
- Further improve daily routines to enable younger children/babies to take part successfully.
- Establish a consistent two-way flow of information with all parents to ensure consistency in the education and care between the home and setting.

Inspection Activities

- The childminder 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.
- 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 childminder and children.



Name of Childminder	Elizabeth Ressa
Registration Number	SCA170431
Type of Provision (CM at home/non-domestic premises)	CM at home with non-domestic premises
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both
Local Authority	Surrey
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	-
Number of children on roll	10

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