



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	7 th August 2025	Previous Inspection Date:	-
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Good		
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?

The co- childminders create a warm and homely atmosphere at this welcoming setting. Children build close bonds with the adults that take care of them. The co-childminders are kind and caring towards the children. They respond positively to their warm interactions and frequently enjoy sitting on laps during group times or enjoying a cuddle when they are tired. This clearly demonstrates that children feel safe and secure here.

Children behave well during their time here. They know what is expected of them. The co-childminders embed a daily routine that supports children to know and understand what is happening now and next. They use music, which effectively support the youngest of children to learn when there is a change in routine, such as snack or tidy up time. This has a positive impact on children’s engagement in the daily routine.

The co- childminders know the children well. They consistently embed a thorough settling in period and work with their families during this time to complete important paperwork such as all about me forms. This enables them to develop a good understanding of individual children’s needs and routines before they start with them. They then plan effectively for children’s transition into their setting. This helps children to settle quickly into their care.

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

The co childminders work well together to implement their curriculum and follow their daily routine. The lead childminder has introduced a daily timetable where each childminder takes responsibility for different roles throughout the sessions to deliver key aspects of the teaching and routine. The environment is well planned to support children to lead their own learning and focus on child led play. For example, during some parts of the day, the children are separated into different groups according to age and stage of



development. Each childminder takes responsibility for teaching and working closely with their key children during this time.

Nonetheless, the lead childminder needs to consider further the arrangements for their routine and the impact this has on children's engagement. For instance, children become deeply engaged in their learning and play during child led activities but have to stop and tidy away several times to enable an adult led part of the routine such as morning group time and then music and movement later in the morning. This interrupts children's learning and means they cannot revisit their previous work.

Children develop a good understanding of why behaviour rules are in place where the curriculum supports them to build positive attitudes to learning. For example, children demonstrate their understanding during group time. They listen intently and respond positively to adults and each other as they eagerly share their ideas as they discuss the behaviour rules that are in place at the setting. They talk about kind hands and how we share with our friends. These gentle reminders each day effectively support children to learn to understand what is expected of them, impacting positively on the development of their characters.

Children learn about the importance of leading healthy lifestyles. For instance, each day they take part in music and movement sessions. Children thoroughly enjoy this time as the childminders make it 'fun and engaging'. Children of all ages actively participate as they move freely to music. The children enjoy an array of healthy home cooked meals and snacks daily and understand the importance of drinking water, especially after exercise. The co childminders ensure that they follow up to date government guidance when planning their menus. This benefits the children hugely as they develop good eating habits and lead healthy lifestyles.

Parent partnerships are a real strength at this setting. For example, parents are involved consistently in their children's learning journey. The co childminders regularly seek parental input into children next steps in development and regularly share detailed information with them about progress that is made. Parent consultations are offered at weekends to strengthen these partnerships further.

The lead childminder ensures that her co childminders receive regular training and updates to statutory requirements. For instance, she has implemented a weekly meeting where all aspects of children's learning and development are discussed. The childminder shares a weekly policy with them, so they develop a deeper understanding all areas of the business. They keep their statutory training up to date and also complete a range of further training to continually improve their knowledge and understanding.

Safeguarding

Safeguarding is effective

The lead childminder ensures that her co childminders receive regular safeguarding training. She tests their knowledge weekly through implementing safeguarding



questionnaires for her staff. The childminder has a good understanding of different types of abuse and knows who and when referrals should be made to in a timely manner. The co childminders can also confidently discuss a range of safeguarding issues that may impact on the children and families that they care for. They know where to record their concerns in an app that is used across the setting. Safer recruitment is followed to ensure that all adults that work with children are suitable. The premises is safe and secure.

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 the daily routines that are in place and the impact this has on children's engagement.

Inspection Activities

- The lead childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The lead 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.



Name of Childminder	Esther Rodrigo
Registration Number	SCA170437
Type of Provision (CM at home/non-domestic premises)	Co-childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both
Local Authority	Harrow
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	-
Number of children on roll	14

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