



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	27/04/2026	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	Previous Inspection
	N/A

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

Children are at ease and comfortable instantly in the welcoming home-from-home environment that has been created. They have developed secure attachments to both the childminder and her assistant and demonstrate they feel safe around them as they welcome others into the setting. The childminder is dedicated to getting to know each child extremely well so she can provide the best care and education for them. She draws on the knowledge of others to support this and continuously improve her practice.

Children, including those with potential learning barriers, make steady progress from when they start with the childminder. Parents describe their children as thriving at the setting because of the well-planned activities and experiences they are provided with. They also appreciate how routines are supported and consideration is given to cultural and dietary requirements to ensure that all children develop a sense of belonging.

Children are encouraged to become increasingly independent in managing their own personal needs, such as toileting, hand washing and getting dressed. Parents value the advice and support the childminder offers that enables them to reflect similar teaching at home, providing consistency. As a result, from a young age children learn essential skills that will prepare them for their next stage of education, including school.



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 - Expected Standard
The childminder is dedicated to ensuring that she provides an inclusive curriculum, supported by teaching that typically reduces barriers to learning. She has a comprehensive knowledge of the children who attend and uses assessment effectively to identify gaps in development. She applies this knowledge to allocate funding, like the Early Years Pupil Premium (EYPP), effectively for those who receive it, for instance, the purchase of a mud kitchen for children who benefit from being outdoors. The childminder confidently describes how this has noticeably enhanced children's learning and development in all areas of the Early Years Foundation Stage (EYFS). When children face barriers to learning, the childminder adapts her teaching to meet their individual needs so they can overcome these obstacles, including those with Special Educational Needs and/or Disabilities (SEND) and/or English as an Additional Language (EAL). With close monitoring of the targeted interventions she provides, the childminder recognises when children may need more support from external agencies and knows how to go about accessing this support.
Curriculum and teaching
Grade - Expected Standard
The childminder has given careful consideration to her curriculum to ensure that learning intentions are clear and achievable for all children. When planning activities, the childminder recognises the importance of tailoring her teaching to meet individual needs, however, the implementation of differentiation needs to be consistent to ensure that learning is continuously relevant and meaningful for the youngest children. Language and communication are a focus for the children at the setting, and this is achieved through engaging conversations and the introduction and reinforcement of new words, supported by the use of visuals which children can revisit throughout the day. For instance, when children are learning about a spider's life cycle, they like to observe the pictures displayed throughout the kitchen during mealtimes, both before and after the activity. This way, key terms can be referenced often and knowledge



becomes consolidated as demonstrated by young children who practice saying 'spider' frequently at lunchtime.
Achievement
Grade - Expected Standard
Children make steady progress from their starting points, including those with barriers to learning. Parents report that children flourish at the setting, especially in areas such as social skills, confidence, speech, and fine motor abilities. Children participate in thoughtfully organised activities and outings that are designed to support their progress and prepare them for their next stage of education and for life in the wider world. For instance, by going out daily, children develop life skills, such as road safety as they are encouraged to consider indicators that it is safe for everyone to cross the road. For older children, who understand road safety rules, this instils a sense of pride and achievement as their directions are listened to.
Behaviours, attitudes and establishing routines
Grade - Expected Standard
The childminder has high expectations for children's behaviour, which are applied fairly and consistently, making children feel secure as they know what is required of them. This has a positive effect upon their behaviour management and self-regulation skills, supported by the childminder who utilises her 'Zones of Regulation' knowledge when necessary. The childminder uses gentle reminders about behavioural expectations and encourages children to consider the consequences of their actions, which promotes the development of children's executive function skills. The embedded routine also contributes to children's well-being. For example, when getting ready to go out after snack, the children know to sit on the chairs in the kitchen whilst the childminder gets their coats and shoes. Even the youngest children wait patiently for their belongings and are then encouraged to be independent on putting on their coats and shoes. Children enjoy the praise they receive from the childminder when they achieve their goal, which increases their self-esteem and promotes positive attitudes to learning.
Children's welfare and well-being
Grade - Expected Standard



The childminder and her assistant have developed strong relationships with children, including those who are new to the setting. The childminder establishes a positive rapport with parents during the settling in period, which contributes to a smooth transition. Each child's needs, including dietary requirements and sleep routines, are taken into consideration so they quickly integrate into the setting, which parents value.

Children are provided with ongoing dialogue from the childminder about how to keep themselves safe, both in and out of the setting. For example, older children use straps that connect them to pushchairs whilst walking outside, helping them stay nearby. The childminder discusses the purpose of such safety measures with the children, helping them understand that these actions are taken for specific reasons, not merely for compliance. As a result, children respond positively to the rules she implements, empowering them to become increasingly independent in managing their own safety.

Leadership and governance

Grade - Expected Standard

Parents appreciate the regular and informative updates they receive about their child's progress and next steps in learning. However, it is important for the childminder to create effective communication with other settings the children attend, ensuring frequent two-way information sharing. This will ensure that children's learning and progress is consistent in all aspects of care they receive.

The childminder is reflective of her practice and takes swift action to improve identified weaknesses, which has a positive impact upon children. For instance, the childminder has utilised the knowledge and experience of external professionals to simplify her curriculum and adapt her teaching to meet the emerging and changing needs of children. She acknowledges the necessary improvements and identifies the priorities that will most significantly benefit children.

Through frequent and meaningful supervisions, the childminder gains a good understanding of the strengths and areas of improvement for her assistant. As a result, staff feel valued and supported at the setting and demonstrate that the ongoing professional development suggested by the childminder is beneficial to the children at the setting.



Prioritises for Improvement

Safeguarding
Grade - Met
Next step -
Inclusion
Grade - Expected Standard
Next step -
Curriculum and teaching
Grade - Expected Standard
Next step - The childminder should implement planned differentiation consistently, ensuring that learning remains continuously relevant and meaningful for the youngest children.
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 implement consistent, two-way communication with other settings attended by the children.



Name of Childminder	Georgia Williams
Registration Number	SCA170332
Type of Provision (CM at home/50% non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Early Years Compulsory
Local Authority	East Sussex
Childminder Agency Inspector	Kathryn Sparkes
Date of previous Inspection	N/A
Number of children on roll	11

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