Company number 10198664
Company Name Suffolk Childcare Agency

QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	9th September 2026	Previous Inspection Date:	N/A

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 experience a warm, well-organised and nurturing environment where they feel safe, secure and eager to learn. The setting provides a free-flow approach, with inviting play spaces available throughout the day and resources that are easily accessible to children. Appropriate safety measures, such as stair gates, help children develop a strong sense of security while supporting them to become increasingly confident and independent.

The childminder is attentive to children's individual moods, interests and needs. She plans experiences that reflect their current fascinations. Familiar routines, including story times and singing sessions, provide children with comfort, consistency and reassurance. Instructions are communicated warmly and in an age-appropriate manner, while children receive appropriate cuddles, reassurance and sensitive emotional support when needed.

The childminder skilfully engages children in their play through thoughtful questioning, modelling language and offering meaningful choices. Children are encouraged to explore and investigate with curiosity, including through themed activities containing a variety of textures and materials that support their sensory development.

Parents speak positively about the care their children receive, describing them as "always coming away happy and chatty". They value the enriching experiences and opportunities provided throughout the day, which support children's enjoyment, learning and development.

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 provides a warm, welcoming and inclusive environment where all children feel safe, valued and supported. The setting reflects the children who attend, helping them develop a strong sense of belonging and understand that they are important members of the group.
A book containing photographs of the children is available for them to look at and discuss. This helps children recognise themselves and others, develop positive relationships and talk about shared experiences. It supports their personal, social and emotional development, including confidence, self-esteem and understanding of relationships.
The childminder values each child's individuality and ensures children see themselves, their families and experiences reflected within the setting. This promotes inclusion, respect and positive relationships, in line with the EYFS principles.
That said the childminder does not always provide a wide range of culturally diverse resources and experiences to broaden children's understanding and appreciation of different cultures, communities and ways of life.

Curriculum and teaching

Grade Expected Standard

The childminder follows a curriculum based on the principles of the Curiosity Approach, creating an enabling environment where children are encouraged to explore, investigate and develop their natural curiosity. Carefully selected, open-ended resources support children to make choices, develop independence and learn through hands-on experiences.
Activities are planned around children's interests, developmental needs and individual learning styles. During a dinosaur-themed tuff tray activity, the childminder used open-ended questions, modelling and encouragement to develop children's communication, vocabulary and thinking skills. She sensitively re-engages children when distracted, supporting sustained focus and learning.
Adult-led activities introduce new experiences and develop knowledge and skills, while children also have opportunities to explore independently through play. The childminder observes and responds to emerging interests and needs, providing a balanced approach that supports children to become confident, motivated learners and make progress across all areas of the EYFS.

Achievement

Grade Expected Standard

Children achieve good sustained progress from their starting points and develop confidence, independence and a strong sense of self. Children respond positively to familiar routines and opportunities to make choices, such as selecting songs from the song bag, helping them feel secure, settled and valued. Children are provided with purposeful repetition to consolidate and embed their learning. They develop independence through everyday routines, including handwashing, and take pride in their achievements when these are recognised and celebrated. Children are provided with carefully selected resources matched to their individual needs and developmental stages. For example, children use steps and logs outdoors to develop their gross motor skills, coordination and physical confidence. Children confidently explore mark making, imaginative play and problem-solving. They are well prepared for transitions through age-appropriate experiences and familiar routines.

Behaviours, attitudes and establishing routines

Grade Expected Standard

Children behave well at the setting and demonstrate a positive attitude towards learning. This is supported by clear, consistent routines and positive role modelling from the childminder. The childminder creates a calm, respectful and welcoming environment, showing genuine curiosity, enthusiasm and enjoyment in learning. The children respond positively to this approach and naturally mirror the behaviours they observe. They appear happy, confident and secure within the setting, developing trusting relationships with the childminder and feeling comfortable enough to seek reassurance and comfort when needed. The childminder consistently models positive behaviours and good manners throughout the day. For example, children are encouraged to wash and dry their hands independently and are shown how to use polite and respectful language when communicating with others. These consistent expectations help children understand appropriate behaviour, develop independence and build positive relationships with those around them. Overall, children are well supported to develop confidence, respect and a positive approach to learning.

Children's welfare and well-being

Grade Expected Standard

Children develop positive and secure relationships with the childminder and confidently seek her reassurance, comfort and support during play and everyday routines. She provides a warm, caring and nurturing environment where children feel safe, valued and listened to.

The childminder promotes healthy lifestyles by encouraging children to enjoy a balanced and nutritious diet. Parents receive clear information during the settling-in process about expectations for snacks and lunches, in line with appropriate guidance. Children are encouraged to make healthy choices and develop positive eating habits from an early age. Children's physical development is supported through regular active play, both indoors and outdoors, providing opportunities to move, explore and develop their physical skills. The childminder also promotes independence by allowing children to participate in activities, such as painting, in ways that suit them. She supports learning and language by naming colours, praising children's efforts and encouraging creativity. Outings and toddler groups further develop confidence, social skills and a sense of belonging within the local community

Leadership and governance

Grade Expected Standard

The childminder has a clear plan for the development and ongoing improvement of her setting. She demonstrates a strong commitment to partnership working and collaborates effectively with local Family Hubs and the Early Help Team. Her knowledge and experience are valued, and professionals regularly seek her feedback and support. These positive relationships help ensure services reflect the needs of children, families and the wider community.

The childminder understands the statutory two-year progress check and the importance of working closely with parents and relevant health professionals to support children's development and identify appropriate next steps.

She prepares children well for transitions, using age-appropriate books to introduce concepts such as potty training and planning outings around the times children will travel to their next setting. This builds confidence, independence and familiarity with new routines.

The childminder ensures that all individuals living or working on the premises are subject to rigorous suitability checks. While a household member is not registered with the continuous DBS Update Service, the childminder has proactively secured a valid, recent standalone enhanced DBS check. Safeguarding records are maintained correctly, and all statutory requirements are fully met.

Prioritises for Improvement

Safeguarding
Grade -MET
Next step -
Inclusion
Grade EXPECTED STANDARD
Next step - Provide a wider range of culturally diverse resources to promote an inclusive environment where all children and visitors feel valued, represented, and welcome.
Curriculum and teaching
Grade EXPECTED STANDARD
Next step -
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 - Ensure all persons living on the premises are on the update service.

Name of Childminder	Ayla Hester
Registration Number	SCA170447
Type of Provision (CM at home/50% non-domestic premises)	Childminder at Home
Registers (Early Years, Compulsory, Voluntary Childcare?	Both
Local Authority	Norfolk County Council
Childminder Agency Inspector	Sarah Justice
Date of previous Inspection	N/A
Number of children on roll	2

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.

Interested in our work? Find out more by contacting us:
Suffolk Childcare Agency
High Street
Wickham Market
Woodbridge
Suffolk
IP13 0RD
T: 01728 746970
E: hello@scachildcare.co.uk
W: www.scachildcare.co.uk