



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	17/07/2026	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 who attend the childminder's setting feel safe, valued and supported to thrive. They enjoy a warm, caring and inclusive environment where their well-being is always the priority. Caring relationships with the childminder and assistant build children's confidence, emotional well-being and self-esteem. Close partnerships with parents, including regular communication and sharing children's achievements, provide consistency between home and the setting.

Staff know each child well and respond with care and sensitivity to important events in their lives.

The curriculum is planned around children's interests, individual needs and next steps, helping every child make progress. Ongoing assessment identifies any additional support needed, including for speech and language development or children eligible for Early Years Pupil Premium.

Through meaningful conversations, engaging play, outings and opportunities to explore the local community and nature, children develop their communication, curiosity and confidence. Positive behaviour is encouraged through kindness, clear expectations and respectful guidance, helping children build self-regulation, cooperation and strong relationships with others.



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 creates an inclusive environment where every child and family feels welcomed, valued and respected. Regular conversations with families about children's achievements and experiences at home help build effective partnerships and create meaningful links between home and the setting. This helps children feel a strong sense of belonging and supports their confidence and identity. Children who speak English as an additional language (EAL) are supported through a range of resources, including dual-language books in Portuguese and English, helping them develop their English while celebrating and maintaining their home language. The childminder keeps accurate records and works closely with parents to share information that supports each child's learning and development. Through regular observations and thoughtful assessment, she identifies any emerging concerns, such as possible speech and language delays, at an early stage. This allows her to plan activities and next steps that meet each child's individual needs, provide timely support where needed, and help every child continue to make consistent progress.
Curriculum and teaching
Grade Expected Standard
The childminder and assistant work closely together to support each child's learning and development. By observing children's interests, achievements and play, they identify the next steps in learning and plan enjoyable experiences that build on what children already know and can do. Everyday routines and spontaneous moments during play are used to encourage meaningful conversations, helping children develop their language, communication skills and understanding of the world. Children enjoy a wide range of outings and community experiences that enrich their learning. For example, regular visits to the local nursing home's give children opportunities to build confidence, develop social skills and enjoy positive interactions with others. Trips to places such as the Sea Life Centre spark children's curiosity about the natural world while encouraging exploration, supporting their thinking skills, physical development and growing knowledge of the world around them



Achievement
Grade Expected Standard
Children benefit from support that helps them make good progress from their individual starting points, developing into confident and independent learners. Children receive regular observations and assessments of their development, with progress shared with parents to celebrate achievements and identify the next steps in learning. Children benefit from a wide range of fun, engaging activities that are carefully planned around their individual interests, abilities, and stage of development. Children benefit from a personalised approach that supports good progress across all areas of the Early Years Foundation Stage (EYFS). Children receive any additional support they need through strong partnerships with parents, enabling them to grow in confidence, overcome challenges, and thrive.
Behaviours, attitudes and establishing routines
Grade Expected Standard
The childminder and assistant are positive role models, showing kindness, respect and good manners throughout the day. They gently encourage children to share, take turns and be considerate of others, helping them build positive friendships and learn how to work and play together. When children need extra support, staff respond calmly and consistently, helping them understand their feelings and make positive choices. For example, the childminder ask, 'Do you think you could share that'. This gentle approach helps children feel secure, develop self-regulation and grow in confidence as they learn to manage their behaviour and interact positively with others. The childminder and assistant create a calm, welcoming and nurturing environment where children feel safe, valued and confident to express themselves. They encourage children to explore, ask questions and share their ideas, making the most of everyday moments to support learning. Rich conversations, responsive interactions and a strong focus on communication and language help children develop a broad vocabulary and become confident communicators who are eager to join in with conversations, play and new learning experiences
Children's welfare and well-being
Grade Expected Standard
Children enjoy warm, caring and secure relationships that support their happiness, welfare and emotional well-being. The childminder has built strong partnerships with families through an online app, enabling regular communication, sharing achievements and responding sensitively to important events, such as welcoming a new sibling. Her detailed knowledge of each child allows her and her assistant to meet individual needs with comfort, reassurance and support. Healthy routines are promoted through nutritious snacks and encouragement for families to provide healthy packed lunches. The childminder and assistant have completed safer sleep training, follow current guidance and maintain accurate accident and incident records to promote children's safety and well-being. The welcoming environment is organised to encourage children to make choices, explore independently and access resources indoors and outdoors. Children



also develop curiosity about nature by planting seeds and caring for fruit and vegetables, helping them understand growth and environmental responsibility.

Leadership and governance

Grade Expected Standard

The childminder has a clear vision for the setting, which is shared with her assistant and reflected in everyday practice. Policies and procedures are regularly reviewed to make sure they remain up to date and support the best possible outcomes for children. The childminder regularly reflects on the quality of the provision, identifying what is working well and considering ways to continue improving. Feedback from families and the assistant helps shape these improvements, ensuring they are meaningful and focused on the needs of the children. A strong culture of teamwork and reflection is encouraged, with the assistant welcomed to share ideas and contribute to the ongoing development of the setting.

Robust safer recruitment procedures are followed to ensure children are cared for by suitable and trusted adults. As a result, children benefit from a safe, nurturing and high-quality environment where they can learn, grow and thrive. The childminding assistant builds warm and meaningful relationships with children and supports their learning through playful interactions. For example, she uses games such as peek-a-boo with younger children to support their understanding of object permanence, while also encouraging early skills such as turn-taking, listening, attention, communication and language development.



Prioritises for Improvement

Safeguarding
Grade Met
Next step -
Inclusion
Grade Expected Standard
Next step -
Curriculum and teaching
Grade Expected Standard
Next step -
Achievement
Grade Expected Standard
Next step -
Behaviours, attitudes and establishing routines
Grade Expected Standard
Next step -Review the snack time routine to minimise waiting and support children's engagement.
Children's welfare and well-being
Grade Expected Standard
Next step -- Introduce potty training conversations during nappy changes to help prepare children for the transition to using the toilet.
Leadership and governance
Grade Expected Standard
Next step -



Name of Childminder	Emily Kitchen
Registration Number	SCA170481
Type of Provision (CM at home/99% non-domestic premises)	Childminder at Home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All registers
Local Authority	Norfolk County Council
Childminder Agency Inspector	Sarah Justice
Date of previous Inspection	N/A
Number of children on roll	9

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