



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	27.11.25	Previous Inspection Date:	05.01.24
------------------	----------	---------------------------	----------

The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
Quality of Education	Outstanding	Good	
Behaviour and Attitudes	Outstanding	Good	
Personal Development	Outstanding	Good	
Leadership and Management	Outstanding	Good	

What is it like to attend this Early Years Setting?

The atmosphere in this 'home-from-home' setting is exceptionally calm, nurturing, and purposeful. Children demonstrate consistently that they feel safe, secure, and deeply valued. They settle with ease and show high levels of engagement in play. Children quickly become engrossed in meaningful learning experiences and display strong curiosity as they explore the carefully considered environment.

The playroom is meticulously organised, offering a wide range of high-quality resources that are attractively presented and fully accessible at child level. This thoughtful arrangement promotes children's independence and enables highly effective child-initiated play. The childminder has created an exemplary learning environment that supports the delivery of the curriculum extremely well, both indoors and outdoors.

The childminder demonstrates an exceptional understanding of the children and their families. She uses this knowledge skilfully to provide experiences that broaden children's learning and expose them to opportunities they may not otherwise encounter. Learning is planned with precision to help children make meaningful and lasting connections. For example, following a baking activity, the childminder created a personalised book using real photographs of the children. She shares this purposefully with them, encouraging them to name the equipment and ingredients and to recall how they took turns mixing. Children beam with pride as they see themselves represented and cheerfully respond to the childminder's comments and questioning. This illustrates the childminder's exemplary understanding of how different areas of learning interlink—such as mathematics, communication and language, and social development—within a single, well-planned experience.

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

The curriculum is thoughtfully balanced between spontaneity, child-initiated learning and purposeful adult-led experiences. This provides children with a consistent and reassuring rhythm to their day, while also enriching it with exciting new adventures and meaningful discoveries. For example, during a local walk, the children were captivated by a fire engine and its siren as it passed by. The childminder immediately followed their curiosity, adapting the planned activities to incorporate books and small-world play linked to fire engines. She later organised a visit to the local fire station and supported the children to choose a thank-you gift in preparation for the trip. This sequence of teaching, rooted firmly in the children's interests, makes learning highly meaningful and deepens their understanding of the wider community.

Children also benefit from regular outings, including forest school sessions, where they have access to a dedicated natural area that promotes exploration, physical development, and a growing appreciation of the natural world. The childminder is enthusiastic about widening children's experiences and preparing them effectively for their next stage of learning. With a small number of children on roll, she skilfully broadens pre-school children's social experiences by taking them to local playgroups, helping them become confident and ready for the transition to a larger classroom environment.

Drawing on her strong knowledge of each child's next steps, the childminder introduces new words and concepts with clarity, intention, and skill. Key vocabulary is displayed throughout the setting, supporting consistent language modelling. She is an excellent role model, demonstrating calm, respectful behaviour that children consistently mirror. Older children are encouraged to take responsibility within daily routines, such as handwashing, self-registration and helping to prepare the table for lunch, developing both independence and pride in their achievements.

Younger children settle well due to the secure and nurturing routines in place. The childminder confidently applies her safer-sleep training, ensuring children rest safely and comfortably. Babies and toddlers receive highly attuned support that helps them achieve key developmental milestones.

The childminder is deeply committed to her ongoing professional development. She reflects critically on her practice and undertakes training that enhances her already strong expertise. She has completed a range of courses to build her skill set, particularly in speech, language, and communication. Parents speak extremely positively about the exceptional care their children receive and value the rich, carefully planned experiences that contribute to the excellent progress their children make. Partnerships with parents are exceptionally strong. The childminder works closely with families to support learning at home. She shares practical guidance, modelling and resources that empower parents to continue learning beyond the setting, ensuring children benefit from consistent, collaborative support.



Safeguarding

The childminder attends regular child protection training through her local authority network, ensuring her safeguarding knowledge remains current and robust. She demonstrates a secure understanding of the signs and symptoms that may indicate a child is at risk of harm and is confident in the procedures to follow should she need to report a concern. The childminder shows strong awareness of how to keep children safe in her care; for example, she implements clear care plans for children with dietary requirements to ensure their individual needs are met consistently and safely.

Inspection Activities

- The 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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.



Name of Childminder	Kathryn Turner
Registration Number	SCA170113
Type of Provision (CM at home/non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	Both
Local Authority	Nottinghamshire
Childminder Agency Inspector	Natalie Scarlett
Date of previous Inspection	05.01.24
Number of children on roll	4

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