



QUALITY ASSURANCE INSPECTION REPORT

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| Inspection date: | 07/05/2026 | 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 | Expected standard |
| 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 safe, nurturing and welcoming environment in the care of the co childminders. They are well cared for in the homely atmosphere and thrive as they spend large amounts of time learning outside in the fresh air at this farm-based setting. Children form warm and trusting relationships with the co childminders and any assistants that work with them, which supports their sense of security and belonging.

All children, including those that may face barriers to their learning make steady progress from their starting points across all areas of learning and development. The co childminders complete regular observations and assessments and use this information to plan and sequence their curriculum. Their teaching balances well direct adult and opportunities for play, so that children learn the intended curriculum.

Children of all ages develop high levels of independence. The co childminders afford children lots of time to develop these skills and offer constant praise and reassurance that helps them to succeed and feel proud of their achievements. Young children persevere when putting on their shoes to go outside in the garden and independently wash their hands before they help to prepare snack in the garden. They develop confidence, practical skills and the knowledge they need for their stage of learning, including school.



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| Safeguarding |
| Grade Met |
| <p>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.</p> |
| Inclusion |
| Grade Expected standard |
| <p>The childminder creates an inclusive atmosphere, where all children feel valued and welcome. She continually tracks children's progress to highlight any gaps in development and through her experience and teaching she implements extra support through her every day interactions and targeted next steps to enable children to continue to make progress.</p> <p>The childminder shares information with parents regularly and has open discussions about children's progress. However, the childminder does not consistently enhance the outcomes further by seeking specialist advice and/or support from her local authority to or signpost her parents on how to access support from specialists around children's health.</p> <p>Although there are currently no children on role with identified special educational needs and disabilities (SEND) the childminder's knowledge and understanding around the 'graduated approach' is limited. This will impact on the outcomes of children with SEND in the future and needs to be addressed with further training.</p> |
| Curriculum and teaching |
| Grade Expected standard |
| <p>The childminder is clear on what she wants children to know and understand by the time they leave her and make their transitions into school. She has a clear ethos and a passion for outdoor learning where children learn skills for life. The childminder creates meaningful adult-led activities that will support children of all ages, and she extends their learning across all areas of learning.</p> <p>The childminder delivers an engaging and varied curriculum that reflects children's interests, developmental stages and individual needs. High-quality teaching enables children to make sustained progress across all areas of learning. For example, children plant and care for sunflower seeds in the garden. They excitedly share with the inspector how much they have grown as they carefully water them. Mathematics is embedded in everyday play, with children counting, comparing quantities and using mathematical language. Children demonstrate great pride in their achievements and approach learning with enthusiasm and confidence.</p> |

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| Achievement |
| Grade Expected standard |
| <p>All children achieve well and make progress from the moment they join the setting. Children extend their skills and embed new knowledge through practical activities on the farm. For example, children are eager and excited to help the childminder feed the chickens and confidently go inside the coup. They know where the chickens lay their eggs and carefully lift them, understanding that they are fragile and may break. They confidently share their views as they discuss ways that they can eat the eggs as they discuss various ways that they can be cooked and eaten. Children demonstrate strong perseverance and a positive 'can-do' attitude to learning as they learn about caring for the animals on the farm.</p> |
| Behaviours, attitudes and establishing routines |
| Grade Expected standard |
| <p>The co childminders and any assistants that work with them, create a calm and positive atmosphere for children. Teaching of treating others with kindness, care and respect is evident through every day interactions that take place. They are all positive role models for the children and speak in a very calm and reassuring tones. Children are very well behaved and show kindness towards one and other. This clearly demonstrates that there are high and consistent expectations around behaviour, where the children know how to follow the setting rules.</p> <p>There is occasion however, when they do not consistently use language about emotions to support children further. Such as when children struggle to wait for their turn to feed the donkey and become upset. They are comforted and reassured and given gentle reminders but their feelings are not labelled or explored further. This impacts on children's understanding of how their behaviour impacts on others and how they learn to self-regulate.</p> |
| Children's welfare and well-being |
| Grade Expected standard |
| <p>The co childminders actively promote children's welfare and wellbeing, creating a safe and nurturing environment where children flourish. They support children to develop their confidence, independence and physical skills as children learn to take managed risks as they explore the grounds. They encourage a love of the outdoors, where children learn about life cycles and farm to plate as they collect fresh eggs each day. Children enjoy the responsibility of looking after the animals each day. This helps children to develop good strength, coordination, mental wellbeing and supports their overall health and development well.</p> <p>The childminder provides nutritious home-made meals and snacks each day. Children learn to drink from open cups from an early age. They are encouraged to be independent and help to prepare their snacks each day. They understand about recycling and reusing as</p> |



they talk about the fruit skins being good for the animals on the farm. Children learn how to make healthy choices around food and lead healthy lifestyles.

Leadership and governance

Grade Expected standard

The childminder implements an induction programme for all new staff. Regular staff appraisal and supervisions take place throughout the year. This contributes to a positive working environment where staff share that they are very happy in their roles at the setting. There are robust checks completed for all staff through the agency to ensure that staff are suitable to work with children, but the childminder also completes a robust recruitment process to enable her to maintain the high quality that she expects within her staff team.

The childminder fulfils her statutory duties and does embark on some continuous professional development opportunities. However, she has not yet completed the required amount of training hours as set by the agency. The childminder must complete these hours as part of her registration requirements with the agency. This will help to keep her knowledge and understanding of changes within the sector and will have a further positive impact on her leadership and governance.



Prioritises for Improvement

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| Safeguarding |
| Grade Met |
| Next step - |
| Inclusion |
| Grade Expected standard |
| Next step - The childminder should consider signposting parents to further support and resources for health. The childminder should also further her knowledge and understanding of her local offer to further improve the outcomes for children |
| Curriculum and teaching |
| Grade Expected standard |
| Next step - |
| Achievement |
| Grade Expected standard |
| Next step - |
| Behaviours, attitudes and establishing routines |
| Grade Expected standard |
| Next step – The childminder should strengthen opportunities for children to develop their understanding of their emotions |
| Children’s welfare and well-being |
| Grade Expected standard |
| Next step - |
| Leadership and governance |
| Grade Expected standard |
| Next step – The childminder should complete all training hours as set by the agency to ensure that she continues to meet the requirements of her registration. |



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| Name of Childminder | Phillipa Doherty |
| Registration Number | SCA170318 |
| Type of Provision (CM at home/99% non-domestic premises CODP, CWDP) | Childminder at Home |
| Registers (Early Years, Compulsory, Voluntary Childcare?) | All |
| Local Authority | Essex |
| Childminder Agency Inspector | Nicky Webb |
| Date of previous Inspection | N/A |
| Number of children on roll | 18 |

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.

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