

Childminder report

Inspection date: 4 March 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care, demonstrating clearly that they have developed positive relationships with her and her assistants. Children confidently explore their surroundings. They benefit from free choice and have access to an array of resources, which encourages independence and decision-making skills. The childminder effectively follows children's lead, actively supporting them to choose activities they wish to engage in each day. This includes regular outings to places within the local environment.

Children eagerly choose to engage in outdoor activities in the childminder's garden, benefiting from ample opportunities to participate in physically active play. This positively contributes to children's overall health and well-being. Favourite activities include water play and using ride-on toys, which foster children's physical skills and coordination. With attentive adult support, children confidently practise balancing along wooden planks, enhancing their motor skills and sense of accomplishment. At the outdoor kitchen, children enthusiastically cut and smell herbs, developing their sensory awareness and fine motor skills.

The childminder and her assistants maintain a calm and supportive manner when communicating with children. They gently guide children to share and take turns with popular toys and resources. Children's safety is prioritised through effective supervision, ensuring children remain safe.

What does the early years setting do well and what does it need to do better?

- The childminder gets to know the children well and talks confidently about their individual needs. She clearly identifies what she aims for children to achieve during their time at the setting. When children show slower development than expected for their age, the childminder collaborates with parents to seek further support to implement strategies to help children catch up.
- Children have access to a range of engaging activities, indoors and outdoors. However, the childminder does not consistently demonstrate rigorous planning and teaching of these activities. For example, at times, the childminder does not ensure that all children are able to fully participate. Consequently, some children's learning is limited from the experiences provided.
- The childminder recognises the importance of singing songs and accessing books to support children's developing communication and language skills. Although she provides books alongside activities, she does not sufficiently encourage children to sing songs and rhymes or engage regularly with books. This limits children's opportunities to develop a love of stories and books, further supporting their speech and language development.
- Children practise healthy habits, such as washing their hands after using the

toilet and before meals. The childminder and her assistants manage younger children's personal care needs, respectfully asking children's permission before taking them to change their nappies.

- Partnerships with parents are strong. The childminder gathers detailed information from parents about what their children know and can do when they first start. The childminder shares daily updates with parents, including photos of what their children have been doing. Parents praise the childminder's service. They particularly appreciate the outings and trips the childminder takes their children on.
- The childminder effectively supports children's social development, encouraging positive interactions and gently guiding them to manage their behaviour. She helps children to learn about and understand their emotions and feelings. The childminder supports children to think about the impact of their actions on others.
- The childminder conducts regular risk assessments of her setting. She also conducts specific risk assessments for trips and outings, ensuring potential hazards are identified and managed effectively to keep children safe.
- The childminder ensures that any assistants working with her are well supported and makes plans for their professional development. She provides regular opportunities for assistants to share their knowledge about the children in the setting. Together, they identify appropriate training to enhance their skills and knowledge and help improve outcomes for children.
- The childminder often seeks external advice and support to guide her work. She reflects on her practice and recognises key areas for improvement. The childminder acknowledges the importance of actively listening to children and providing adequate time for them to think and respond to questions, identifying this as a priority area for further professional development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the planning and delivery of activities to ensure that all children can participate fully and maximise their learning opportunities to make the best progress possible
- enhance opportunities for children to regularly engage with songs, rhymes and books to foster a love of stories and further support their communication and language development.

Setting details

Unique reference number	2538239
Local authority	Norfolk
Inspection number	10336107
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	12
Number of children on roll	11
Date of previous inspection	24 August 2022

Information about this early years setting

The childminder registered in 2019 and lives in Norwich, Norfolk. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. At times, she works with an assistant. The childminder offers government funded places for all eligible children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection. She observed a group activity and jointly evaluated this with the childminder.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025