

Childminder report

Inspection date:

23 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy and feel secure in this warm, nurturing and child-oriented setting. The childminder knows the children and families extremely well, and she supports them to the best of her ability. Children show a 'can-do' attitude. They develop excellent levels of independence because they are confident and well supported. Children explore the environment and activities with enthusiasm.

Children flourish in their learning. The childminder provides motivating teaching opportunities, which engage children for extended periods. For instance, children are keen to create beanstalks after they read the book 'Jack and the Beanstalk', using play dough, spaghetti and pasta. Children explore the materials and discuss how they may make the beanstalk taller by adding extra spaghetti.

The childminder plans exceptional opportunities for the children to explore the world around them. For example, they take the bus or the train and visit the beach, the library and a wide range of other local attractions. Consequently, children are confident, independent and have excellent self-esteem as well as a set of experiences to remember and talk about.

The childminder has high aspirations for all children. They learn to share and take turns with each other. Children develop the emotional skills they need to understand and manage their own feelings. For example, the childminder uses emotional language and expression when a child recognises that another child is feeling sad, and how the child felt when the toy was returned. Older children support younger children, for example, by finding their comforter to make them feel happy.

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

- The childminder has high expectations for all children. Children make excellent progress. This is because the childminder provides a highly effective and sequenced curriculum. She carefully plans activities that support children's next stages of learning and adapts her teaching effectively to meet the needs of all children.
- The childminder has excellent relationships with children. She knows them all individually. She is an excellent role model who promotes children's growing independence well. Children are consistently encouraged to do things for themselves, and the childminder gives them time for this. The childminder is exceptionally patient. She listens to the children and responds to them equally at all times.
- Children are provided with abundant opportunities to develop their speech and language. The childminder skilfully builds on what children already know. They

rapidly learn and use challenging new vocabulary in their play. For example, when reading a story, children learn new words to describe big things such as 'gigantic' and 'huge'.

- The childminder uses every opportunity to prompt discussion about the importance of children's own health and well-being. The childminder provides healthy snacks and meals and talks to the children about the importance of trying different fruit and vegetables. Children have been growing tomatoes and strawberries in the garden and know that they are ready to pick and eat them when they turn red.
- The childminder is highly reflective of her practice, linking her own professional development opportunities with enhancing the learning opportunities for children. She uses her excellent links with other childminders and settings to gain further knowledge, which has a positive impact on the learning of all the children in her care.
- Children benefit from daily opportunities to access fresh air. They use the local park to help develop and challenge their physical skills, allowing children the time to practise their balance and coordination skills.
- The highly skilled and experienced childminder is confident, dedicated and passionate about her work. Support for children with special educational needs and/or disabilities is a priority. The childminder works extremely well in partnership with parents and other professionals. This helps to provide a highly consistent approach to support children's learning.
- Parents speak very highly of the childminder, stating they are fully informed and involved in their children's learning. Parents speak of the practical and emotional support they have received from the childminder, not just for their children but as a whole family.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	255982
Local authority	Norfolk
Inspection number	10394562
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	2 to 11
Total number of places	12
Number of children on roll	14
Date of previous inspection	12 September 2019

Information about this early years setting

The childminder registered in 1996 and lives in Norwich. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Lisa Weston

Inspection activities

- The childminder showed the inspector the premises and discussed how they are kept safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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.

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