

Childminder report

Inspection date: 25 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled, and demonstrate a strong sense of security in the childminder's care. They form warm and positive relationships with the childminder and any assistants she works with, which contributes to children's emotional well-being. Older children are confident to engage with the inspector, proudly sharing their work.

The childminder and assistants work well as a team to meet children's needs. They communicate effectively with each other and act as good role models. Children receive regular, and consistent, praise and encouragement. The childminder recognises children's efforts and achievements, contributing to a nurturing and supportive learning environment. Children understand their day and what is coming next. They confidently follow the setting's rules and routines. For example, children help to tidy away toys, which helps to provide them with a sense of responsibility. The childminder supports children in managing their feelings and in learning to share and take turns. Children behave well and use good manners.

Personal care routines are sensitively managed, ensuring children's privacy and dignity. The childminder supports children to learn about healthy practices, including regular handwashing and promoting healthy eating. Children experience sociable mealtimes and have opportunities to try exotic fruits, for example when creating fruit kebabs to eat at snack time.

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

- The childminder gets to know children well and talks confidently about their individual needs and the things that they enjoy. The childminder identifies children's next steps in learning and works closely with her assistants to plan and provide targeted support to promote children's continuous progress.
- The childminder recognises the importance of supporting children's developing communication skills. She ensures that children experience a language-rich environment and incorporates stories and songs into the curriculum. Children eagerly join in with familiar action songs and rhymes. The childminder provides props, such as finger puppets, to help children select which song they would like to sing next. Children enjoy listening to stories read by the childminder and keenly take part in adult-led activities linked to the book. For instance, they use a range of craft materials to decorate a butterfly picture.
- Children experience regular outings to toddler groups and the local care home, which helps to foster their understanding of the world and broaden their social interactions. The childminder ensures that children have many opportunities to develop their physical skills. Children are eager to go down the slide in the childminder's garden and enjoy ride-on toys. They visit places such as the local

country park. The childminder prioritises children's safety through effective supervision.

- The childminder works closely with parents to help children settle. She finds out about children's home routines and aims to follow these as closely as possible to support children's health and emotional well-being. The childminder ensures that children's needs are promptly met and notices when children are hungry or become tired, swiftly responding to settle them.
- Partnerships with parents are strong. The childminder keeps parents well informed about what their children have been doing and provides regular information to support children's learning at home. Parents speak very highly of the service the childminder provides. They appreciate the regular communication and activities, such as the opportunities their children have to engage with the wider community.
- The childminder and assistants complete a range of training to further improve their knowledge and skills. They reflect on practice to ensure that they provide the best learning environment for children. For example, completion of an early years professional development programme inspired the childminder to develop a 'story hovel' and bug area in the garden.
- Children develop their early mathematical skills from a young age. The childminder and assistants weave counting and colour recognition into children's play. Children have many opportunities to draw and practise writing their names. This helps to prepare children for school and later learning.
- The childminder and assistants talk to children and engage them in conversations. While teaching is generally strong, there are times when adults do not encourage children to speculate or provide enough challenge to build children's understanding and promote their thinking skills.
- The childminder and assistants talk to children and engage them in conversations. In the main, teaching is strong. However, there are times when adults do not encourage children to speculate or provide enough challenge to build children's understanding and promote their thinking skills.

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:

- enhance interactions to provide greater challenge and opportunities for children to think critically.

Setting details

Unique reference number	255988
Local authority	Norfolk
Inspection number	10392477
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 11
Total number of places	12
Number of children on roll	14
Date of previous inspection	27 August 2019

Information about this early years setting

The childminder registered in 1999 and lives in Holt, Norfolk. The childminder works with assistants. She holds a relevant childcare qualification at level 3. The childminder operates her service from 6am to 8pm all year round, except for planned holidays. She provides government-funded places for eligible children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The childminder discussed how she organises her early years provision and spoke to the inspector about her intentions for the children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- The children spoke to the inspector during the inspection.
- 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.
- Parents shared their views of the setting with the inspector, which the inspector took into account.
- The childminder provided the inspector with a sample of key documentation.

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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