

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 excited to arrive at the setting. They confidently say 'hello' to their peers and visitors and engage in their chosen activity alongside their friends. Children demonstrate good social skills when playing in groups. The childminder teaches them how to take turns, promoting good behaviours and children demonstrate this skill well during their free play. They invite their younger peers to join in their play and share resources well. Furthermore, the childminder teaches children about the rules and boundaries in place at the setting. Children demonstrate good listening skills and follow instructions well.

The childminder promotes healthy eating, providing healthy and well-balanced meals for children throughout the day. Children learn about healthy options as they talk about the foods they are eating during mealtimes. Furthermore, the childminder uses mealtimes as a social event, sparking conversations and developing children's language skills. They enjoy talking about their day, revisiting past learning and reflecting on new knowledge. This helps children to solidify their knowledge and develop a greater understanding of what they have learned.

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

- The childminder promotes children's personal, social and emotional skills, preparing them for their next stage of learning at school. Children learn how to interact with their peers, develop high levels of confidence and become independent. For example, children learn how to get themselves dressed and make choices throughout their play.
- The childminder provides families with settling-in visits to the setting that give parents and children time to become familiar with the childminder and the new environment. They spend time sharing information to better support children during the transition process and this helps children to settle quickly and develop strong relationships with the childminder.
- The childminder promotes children's language development well. When young children are playing with the cars she teaches new words and sounds, such as 'broooooom', extending their vocabulary. However, not all activities are accessible for the youngest children at the setting and this has an impact on children's engagement at times.
- The childminder monitors children's progress closely and sets small and achievable targets for children to work towards. Children show the excellent progress they have made in the first few weeks of attending the setting, demonstrating the positive effect this has on children's development.
- Parents praise the childminder on their excellent communication and comment on the in-depth information they receive regarding children's learning. The childminder shares monthly updates of children's learning, giving information to

parents about how they can continue this learning at home to help children make speedy progress when learning new skills. Furthermore, the childminder invites parents into the setting to see what children have been learning and share ideas. This helps parents and families to feel valued and a key part of their children's learning journey.

- The childminder attends regular training opportunities to extend their knowledge and skills. The childminder discusses how she supports children with special educational needs and/or disabilities. The training she has attended is relevant to the children attending the setting. Therefore, this has had a positive impact on children's progress and achievement.
- The childminder carries out in-depth risk assessments throughout her setting and for different outings, to provide a safe environment for children. Children enjoy exploring a large garden area, where they use climbing equipment and interact with the childminder's pets. They are closely supervised at all times and the childminder reminds children of the expectations and boundaries in place at the setting to help children stay safe.
- The childminder provides regular outings each week to a variety of places such as the local farm, parks and soft play centres. This supports children's general understanding about the world around them and provides opportunities for children to meet new people.

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 organisation of activities to give all children the opportunity to be highly engaged in their learning.

Setting details

Unique reference number	256198
Local authority	Norfolk
Inspection number	10372065
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	6
Number of children on roll	18
Date of previous inspection	1 April 2019

Information about this early years setting

The childminder registered in 1999. She lives in Bunwell, Norfolk and works alongside a co-childminder. She operates Monday to Thursday from 7.30am to 6.30pm all year round, with the exception of bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides government funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder and their co-childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector received feedback from several parents during the inspection and took account of their views.
- The inspector spoke to the childminder about how they support children with special educational needs and/or disabilities.

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