

Childminder report

Inspection date: 17 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

The childminder has created a homely environment that children explore with confidence and curiosity. The childminder plans what she wants children to learn. She observes their play to shape future activities. She offers a wide range of toys to spark interest and build skills. For example, children use various stacking toys and building blocks. This helps develop their hand-eye coordination and supports children learning through trial and error. They solve problems and learn new words as they play.

Children build warm, trusting bonds with the childminder. This helps them feel safe and secure. She follows consistent routines that help children feel settled. As a result, they stay focused and engage well in their learning. Children show positive attitudes. They persevere during tasks and show pride in their achievements.

The childminder models positive behaviour. Her instructions are clear and consistent. The childminder praises children's kindness and effort. This boosts children's self-esteem. Children respond positively and behave well. They greet visitors with smiles and confidence. Children enjoy sensory play and hands-on learning. They explore textures, sounds and colours. They are curious and willing to try new things. The setting is calm, welcoming and well organised to meet children's needs.

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

- The childminder places a focus on communication and language in her curriculum. She engages with children in regular back-and-forth exchanges. During sand play, she introduces words such as 'rough' and 'smooth'. Children explore textures with their hands. When they hesitate, the childminder gently encourages them to keep trying. She speaks clearly and repeats words correctly. For example, when children say 'gink', the childminder replies, 'Yes, that's right. It's pink'. She repeats this throughout their play. This gives children many opportunities to hear the word correctly.
- The childminder knows the children very well. She identifies where children need support and sets clear next steps. The childminder understands children's learning needs. However, she has not considered how to take action in a more timely manner to ensure that children always get the help they need to support their learning promptly.
- The childminder focuses on helping children build strong social skills. She teaches them to play kindly, share and take turns. Children learn how to listen and respond to others. This helps them build friendships and to work well in groups. She supports children to manage their emotions and express their needs. The childminder also helps children build focus and stay engaged during

activities. Children learn to concentrate and follow instructions. They also develop their independence, competently washing their hands and recognising when they are thirsty. This prepares them well for the next stage of learning.

- The childminder reflects on her practice. She keeps up to date with guidance and legislation through supporting bodies and mandatory training. Although the childminder recognises the need for further professional development, she has not considered ways to continually build on the quality of her teaching so that children make the best possible progress.
- The childminder works closely with parents. She shares daily updates through discussions and messages. Parents praise her support. They say she creates a warm, caring and welcoming space, where children thrive. Parents value the strong bond she has built with their children.
- Children make good progress in their physical development. The childminder offers many chances to build strength, balance and confidence. Children use indoor and outdoor spaces to move and explore. They have numerous opportunities to climb as well as swing, run and make up games together. Community trips support the curriculum, children visit local parks and link up with a nearby pre-school. These outings help children learn about the world. They meet new people and mix with others. These real-life experiences enrich children's learning and support social 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:

- identify professional development opportunities to further enhance teaching skills and knowledge
- take prompt action on identified gaps in children's learning to support their progress.

Setting details

Unique reference number	256456
Local authority	Norfolk
Inspection number	10388585
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	1 to 3
Total number of places	3
Number of children on roll	7
Date of previous inspection	18 July 2019

Information about this early years setting

The childminder registered in 1996 and lives in a village near Great Yarmouth, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and discussed policies and procedures with the childminder.

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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