

Childminder report

Inspection date:

15 May 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 flourish in this home-from-home setting and show they feel completely safe and secure. They are eager to attend and are confident and curious learners. The childminder provides a highly engaging environment, boasting a wealth of resources for children to freely access and explore. This helps to enrich their play and build their independence. Children experience a warm and caring relationship with the childminder.

The well-planned curriculum focuses on outdoor learning and first-hand experiences. Children immerse themselves in nature and wildlife. For example, they search for insects in the 'bug hotel' and plant seeds to grow flowers. Furthermore, children investigate a range of herbs growing in the garden, such as mint and rosemary, and add them to their potions in the mud kitchen. Consequently, children develop a deep sense of the world around them and make exceptional progress in their education.

Children are kind and compassionate towards each other, and their behaviour is consistently exemplary. The childminder is an excellent role model. She praises children for their efforts and achievements. As a result, children compliment each other and proudly celebrate their work together.

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

- Parents speak highly of the childminder and have built warm, positive relationships with her. They say, 'It's more than just childcare, it's a second home,' with genuine 'warmth and love'. Parents comment on the regular updates they receive, and on the valuable advice and activities they can do at home to help their children's development. They say their children have made excellent progress in their learning and have received a 'brilliant start to life'.
- The childminder undertakes a detailed evaluation of children's development termly, along with specialist communication and language assessments. She uses this information to identify any gaps in learning and to help plan children's next steps. This helps them to make excellent progress.
- Children exhibit strong mathematical skills. The childminder provides challenging and complex puzzles for children to complete. She offers gentle support and guidance when needed. For instance, she encourages them to look at the picture on the box when they are struggling to find the missing pieces of the puzzle. When children find a piece that matches another puzzle, they kindly share with their friends. Children are developing exceptionally advanced problem-solving skills and spatial awareness. The childminder regularly praises children for their perseverance. As a result, children demonstrate high levels of confidence and self-esteem.

- The childminder is passionate about health and nutrition and places an importance on children developing healthy lifestyles. She provides children with nutritious home-cooked food at mealtimes and a variety of fresh fruit for snack. To expand her knowledge and understanding further, the childminder has undertaken training in this area. Furthermore, she has completed the 'Healthy Smiles' dental programme to promote robust oral hygiene habits in children. Consequently, children routinely brush their teeth after lunch and fully understand what it takes to lead a healthy life.
- Children have a strong understanding about the natural world, as the childminder teaches them about life cycles through planting and gardening. She introduces new words, such as 'delicate' and 'seedlings', to enhance children's vocabulary. The childminder strengthens their knowledge further as they observe the transformation of caterpillars into butterflies.
- Children display high levels of independence. The childminder gives children small tasks to do, such as tidying up and handing out water bottles to their friends at snack time. Children enjoy carrying out these jobs independently. This helps children to feel a sense of responsibility, purpose and belonging at the setting.
- The childminder understands the importance of using books and rhymes to encourage the development of children's language and communication skills. She asks children questions throughout, and they join in with the repeated refrains. This keeps children deeply engaged.
- The childminder is highly reflective and constantly seeks ways to further develop her practice. She attends a large amount of training each year to expand her knowledge. For example, she recently took part in the early years education recovery programme, supporting other childminders in the sector to raise the quality of their teaching. Furthermore, the childminder works closely with the local authority and wider community to share her expertise and disseminate her outstanding practice.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	256661
Local authority	Norfolk
Inspection number	10388630
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 10
Total number of places	12
Number of children on roll	19
Date of previous inspection	19 July 2019

Information about this early years setting

The childminder registered in 1998 and lives in Bracon Ash, near Mulbarton, Norfolk. She works with a co-childminder. The childminder holds a qualification at level 3. She operates her service all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early education for all eligible children.

Information about this inspection

Inspector
Marie Walker

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years curriculum.
- The children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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