

Childminder report

Inspection date: 11 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder works from a detached brick garage conversion and provides children with a large outdoor area to explore. She provides a safe and inviting environment for families. Children enjoy their time at the setting, where they build friendships and close bonds with the childminder. They enjoy spending time with their peers and play together nicely in small groups. They invite peers to join their play and when looking for help, children ask their friends, 'You help me please?' They then take their hand and invite them to join them. The childminder encourages children to use good manners when they talk and children demonstrate this when using 'please' and 'thank you' throughout their conversations.

The childminder teaches children to carry out tasks for themselves. For example, children find their own belongings, put on their own slippers and feed themselves at mealtimes. They begin to show how their independence is progressing. Furthermore, children demonstrate good behaviour throughout their time at the setting. They listen to instructions and the childminder teaches children to take turns and share resources. They use sand timers and adult intervention to support this.

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

- The childminder is passionate about the outdoor environment and provides a large area for children to explore and develop their physical skills. Furthermore, she provides local walks around the community where children gain a range of knowledge and experience about the world around them. The childminder encourages children to observe the changes of the seasons and the effects of the weather, watching flowers change and using natural objects in their play to further develop children's understanding.
- The childminder plans her curriculum based on the needs of the children, helping them to make good progress in their learning. Children are set clear next steps in their learning that are based on their individual progress and needs. This information is shared with parents regularly and the childminder provides suggestions and support for parents to enable them to continue learning at home.
- Children learn about emotions and feelings through reading and conversations. The childminder uses stories to initiate conversations and children are confident to begin talking about how they feel. They give examples of what may trigger an emotion. For instance, children share they feel happy when they see the childminder. These conversations help children to recognise and regulate their own emotions and begin to understand how their actions may affect others.
- The childminder talks to children about their learning and recalls past events to help embed and connect essential learning that has taken place. For example,

when children are exploring the flowers in the garden, the childminder asks, 'Can you remember what it is called?' Children think carefully and recall information they have previously learned.

- The childminder understands the importance of developing children's language and communication skills. She plans learning opportunities that spark children's attention and conversational skills. This provides children with the opportunity to practise important speech and language.
- The childminder reads to children with enthusiasm. She introduces books that children are eager to listen to. They sit down quietly and wait for the story to begin. The childminder reads, talks about the pictures they can see and uses props to support children's concentration and understanding. Furthermore, she allows time for children to explore books independently. Children demonstrate their love of reading as they sit, turning pages and looking at pictures.
- The childminder attends compulsory training to ensure the safety of children at all times, within the setting. However, she has not yet extended this further to support and strengthen her teaching and skills to the highest possible standard.
- The childminder demonstrates strong parent partnerships, sharing regular information and working closely with families to provide a good standard of support for children. They keep lines of communication open and ensure information is shared effectively to work consistently together. Parents comment that 'through clear and empathetic communication' the childminder 'builds incredible relationships with both parents and children'.

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:

- explore further training opportunities that focus on strengthening existing knowledge and teaching skills.

Setting details

Unique reference number	2704157
Local authority	Norfolk
Inspection number	10376609
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Upwell Village, Cambridgeshire. She operates all year round, from 7.30am to 5pm on Monday, from 7.30am to 4.30pm on Tuesday and Thursday and from 8am to 5pm on Wednesday and from 8am to 3pm on Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works alongside a co-childminder. She provides government funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want 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.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities 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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