

Childminder report

Inspection date: 7 May 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

Children enjoy coming to the childminder's setting. They are happy and have a sense of belonging. Children begin their day by exploring familiar equipment that the childminder has carefully arranged according to their interests. The childminder listens to children, speaks clearly and is affectionate. This helps children to feel safe as they learn social skills such as sharing and taking turns. Children feel valued and settle easily. Children engage actively in their play activities. They display confidence and self-assurance. The childminder creates an environment that is safe, welcoming and conducive to children's learning.

Children build strong bonds with the childminder, who is kind and caring. She knows children well and plans activities to nurture their interests and inspire their learning. Children exhibit a strong determination to learn as they engage with play dough, using their imagination to construct dinosaurs and name them, supported by the childminder and her staff. The childminder acknowledges children's individuality and identifies when a change of focus is necessary.

The childminder facilitates children's exploration of their community by organising visits to various places of interest. For instance, she takes children to local woods, enclosed parks and the local rugby club. Snack time is a social time, and children demonstrate that they are making healthy choices as they discuss their favourite fruits.

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

- The childminder promotes children's early communication skills. Her own enjoyment of songs is reflected in children's. The childminder enriches songs, for instance 'Wiggly worm' by encouraging children to roll their own worms using play dough.
- Partnerships with parents are strong. The childminder seeks a range of information from parents before children attend. She uses this information to make initial plans for children's learning. Parents say the childminder provides a nurturing environment in which their children have come on in leaps and bounds. The childminder continually shares children's progress with parents and how they can support children's next steps in learning. She does this face to face, through displayed next steps and electronically.
- The childminder has a positive attitude towards her continuous professional development. She precisely identifies professional development opportunities that help to enhance her skills. For example, the childminder has used recent nutritional training effectively to enhance her curriculum and to support children's well-being. She also has strong links with other childminders and professionals. This helps to keep her practice and knowledge current.

- The childminder facilitates the development of children's independence. For instance, children enthusiastically learn to competently put on their own coats and shoes. This fosters a sense of empowerment in children as they manage their own needs. The childminder encourages children to wash their hands after using the toilet. These skills contribute to the children's growing sense of independence and helps prepare them for school.
- Using continual soft dialogue, the childminder and her staff help the children to build their communication skills. They gently correct toddlers who try words they have learned, so they get it right next time. The childminder notices children who are still developing their speech and puts interventions in place to support them.
- The childminder employs a number of staff who work alongside her. She provides them with some useful support and guidance, which enables them to meet children's care needs well.
- Overall, children generally exhibit good behaviour, adhering to simple instructions such as tidying up before meals. Although the childminder and staff explain the rules of the setting to the children, they do not always do this consistently so that children are clear about their expectations.
- The childminder reflects on her practice, showing a dedication to continually improve the care and education she provides. She identifies further training to develop her practice, which means children benefit from the rich opportunities she provides.

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:

- work with staff to agree consistent behaviour management strategies that build on children's growing understanding of behaviour expectations.

Setting details

Unique reference number	2710763
Local authority	Norfolk
Inspection number	10380243
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 4
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives near Kings Lynn. She operates all year round, from 7.30am until 5.30pm, Monday to Friday. The childminder offers funded early years education for all eligible children. She works with assistants.

Information about this inspection

Inspector

Roswana Bibi

Inspection activities

- The inspector and childminder held a meeting. They discussed training the childminder has accessed and safeguarding processes and procedures.
- The inspector tracked the experiences of children at the setting.
- The inspector took the written views of parents into account.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.

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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