

Childminder report

Inspection date: 24 June 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 is calm, patient and nurturing. She implements a flexible routine which meets individual children's needs and helps them feel safe. The childminder provides sensitive personal care. She supports children to develop the skills they need to care for their own needs. Children go to the toilet and wash their hands independently.

Children learn about healthy lifestyles. The childminder talks to them about healthy foods and reads stories about the importance of brushing their teeth. The childminder promotes children's independence. At snack time, children chop their own bananas with plastic knives and with encouragement, children help tidy away their toys. The childminder gives children plenty of time to do things for themselves such as putting on their own shoes to go outside.

The childminder plans topics for children to learn about. They are currently learning about the life cycle of frogs. Children play with models of tadpoles and read books with the childminder about how frogs develop. Children also confidently access the toys and resources that they are interested in exploring. The childminder provides clear boundaries and expectations for children's behaviour. She praises children when they are kind and is firm but fair when managing children's behaviour.

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

- The childminder keeps children safe and secure in the setting. She reviews her risk assessments and puts extra measures in place to keep children safe when out in the community, such as wearing high visibility jackets. Children enjoy physical play. The childminder joins in as they run, skip and jump around the garden. Inside, children enjoy action songs. They ask for 'sleeping bunnies' several times and enjoy hopping around together. This helps them develop their physical skills.
- Children make good progress with their language development. The childminder supports this aspect of learning well. She speaks clearly and listens respectfully to children. She sings lots of songs and reads stories and children enjoy snuggling up in the tent to read stories with her. They enthusiastically sing songs. Younger children enjoy making the sounds of the animals in the farm. The childminder extends children's vocabulary as she teaches children words such as 'fuel' and 'tactics'.
- Children are developing the social skills they need to build and maintain positive relationships with each other. The childminder reads stories to children about expressing their emotions appropriately. The childminder teaches children to wait for others to finish before they leave the meal table. Some children use their manners independently. At times, background noise can limit children's

interactions with each other and this can occasionally lead to miscommunication between them.

- The childminder plans activities which develop children's understanding of the world around them. Children also enjoy a range of creative activities such as painting and collage. Inside, children enjoy building towers and the childminder helps them to recognise shapes and colours as well as how to make patterns. However, occasionally, the childminder asks children too many questions. This can pressure children to provide the correct response, and they sometimes lose interest in activities.
- The childminder works closely with other local childminders. She takes children out into the community to parks and play groups. This helps children to develop their social skills and confidence. The childminder also works with local pre-schools to share information about children's development including strategies to support children who are toilet training. The childminder assesses children's development and identifies when they need support. She works in partnership with other professionals to ensure children are well supported and make good progress.
- Parents speak highly of the childminder and praise her nurturing approach. They value the trips out to parks and care homes. They appreciate the regular communication they receive about their children's progress. The childminder reflects on her practice to continually develop her provision. She accesses ongoing training to develop her knowledge. For example, she completed training to help her support children with special educational needs and/or disabilities.

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:

- consider the impact of background noise, to better support children to develop their interaction skills.
- consider the range of strategies used to teach and remind children of different concepts, and to keep them engaged.

Setting details

Unique reference number	2715614
Local authority	Norfolk
Inspection number	10392352
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 4
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 2023. The childminder operates from Monday to Friday from 7am until 6pm all year round. The childminder closes for bank holidays and family holidays.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

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