

Childminder report

Inspection date: 9 September 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They form secure relationships with her, which helps them to feel safe and confident to explore the environment and engage well with the toys and resources available. The childminder follows children's interests and supports them to make independent choices about their play. She communicates with children in a calm and supportive manner. The childminder gently guides them to share and take turns, promoting positive behaviour. Children benefit from daily outdoor play, which supports their health and physical development. They develop balance and coordination as they climb on tyres and practise ball skills in the childminder's garden. The childminder also makes good use of the local community and takes children on walks and visits to places of interest, such as the zoo. These experiences help children make meaningful connections in their learning, such as recalling animal sounds from a recent walk.

Children develop healthy routines, including handwashing before eating. They build independence as they prepare their own snacks, for example, using safety knives to slice their banana. The childminder supervises children closely to ensure they remain safe. She provides consistent praise and encouragement, which children respond to positively. This raises their self-esteem and supports their emotional well-being.

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

- The childminder has made good progress to improve the provision since the last inspection. She now demonstrates a secure understanding of her responsibilities to meet the early years foundation stage requirements. The childminder has considered the safety and suitability of the environment, including children's toileting and sleeping arrangements. She reviews her practice regularly and engages in ongoing professional development to keep up to date and enhance her knowledge.
- The childminder has established clear routines that children follow. These routines help them to understand their day, know what to expect and prepare for what is coming next. For example, on arrival, children independently select their picture to self-register.
- The childminder shares information about children's learning, development and progress with parents through an online app. This includes the progress check for children aged two to three, which she has reviewed and completed since the last inspection. The childminder identifies children's learning needs and interests effectively and plans purposeful activities that promote development well.
- Children show positive attitudes to learning and engage well in activities. They listen and follow instructions, show curiosity and concentrate for extended

periods. For example, children persevere as they use scissors to cut leaves collected on a walk and enthusiastically explore textures as they crunch the leaves in their hands.

- The childminder keeps parents well informed through daily updates, including photos of children's activities. She promotes children's independence and self-care skills effectively, helping them to prepare for the next stage in their education. This includes working with parents to support key milestones, such as toilet training. However, the childminder does not always engage all parents consistently in their children's ongoing learning to fully support continuity between home and the setting.
- The childminder provides regular opportunities for children to build social skills and confidence. She takes them to local toddler groups to interact with other children and to local care homes to join music sessions with older adults.
- Parents praise the childminder and the quality of care she provides. They describe the setting as 'home-from-home', where children are nurtured and make good progress. Parents particularly value the trips and outings that broaden and enrich their children's experiences.
- The childminder supports children's communication and language development well. She models correct pronunciation and introduces new vocabulary as children play and explore, using words such as 'up high, float down, blow away' and 'prickly'. She asks questions to extend children's thinking. However, at times, she does not always allow enough time for children to process and respond, which limits opportunities to further develop their language skills.
- Some children also attend other early years settings, and the childminder recognises the importance of sharing information with them. However, she has not yet developed effective working relationships with all providers to fully support children's continuity of learning.

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:

- encourage all parents to be fully involved in their children's learning and share what children learn at home
- enhance teaching strategies to provide children with more time to think about and respond to questions
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2723818
Local authority	Norfolk
Inspection number	10402098
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	10
Date of previous inspection	20 March 2025

Information about this early years setting

The childminder registered in 2023. She lives near to the village of Coltishall, in Norfolk. The childminder operates Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder provides government funded places for all eligible children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The childminder showed the inspector the provision and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- Children spoke to and interacted with the inspector during the inspection.
- Parents provided the inspector with written feedback, which the inspector took into account.
- 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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