

# Childminder report

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Inspection date: 10 September 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children are happy, confident and well settled in this caring and nurturing home. The childminder builds strong, trusting bonds that support children's well-being and sense of belonging. She provides engaging activities based on children's interests and individual needs that help them to develop a love of learning. The childminder is a positive role model and supports children's behaviour well. She speaks calmly and consistently, using good manners when speaking to children. This motivates children to say 'please' and 'thank you' and to develop patience throughout their play. The childminder supports children in understanding how their behaviour may affect others, and children quickly learn how to take turns and share with their peers.

Children enjoy the range of activities that are on offer. They develop their concentration skills as they build high structures with the blocks and laugh together as they fall. Children role play doctors and gather around each other to check their heartbeat and mend their friends 'broken finger' as they check if they are now feeling better. The childminder promotes children's independence through everyday routines. She teaches the importance of thorough handwashing and encourages children to manage tasks for themselves. Children learn self-care skills such as dressing themselves and toileting independently. They take ownership of their environment and are supported to tidy up after their play. These skills help children to be ready for the next stage of their education when they go to school.

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

- The childminder has an ambitious curriculum and clear intentions of what she wants the children to learn and how she is going to implement this. She observes and assesses children's development and learning effectively and quickly puts support into place when needed. The childminder uses additional funding effectively. She considers the needs of children and uses the funding to purchase additional resources that support their individual needs.
- Children develop their mathematical skills through a range of hands-on, engaging activities. The childminder supports their understanding of numbers, counting, and quantities effectively. For example, children count how many pompoms they have placed into a jar. During a play dough activity, the childminder introduces early concepts of division by encouraging children to use a slicer to divide the dough into halves and quarters. These practical experiences help children build a strong foundation in early mathematics.
- The childminder places a strong emphasis on promoting children's communication and language development. She models language effectively and sensitively supports children's pronunciation by encouraging them to repeat words correctly. Children who speak English as an additional language are well

supported in developing both their understanding and use of English. The childminder skilfully engages in meaningful conversations during play, asking open-ended questions that prompt children to express their thoughts, share ideas and describe their actions.

- Children have ample opportunities to learn about leading a healthy lifestyle. The childminder ensures children go on daily outings that enrich the curriculum. For instance, they go to the beach, the park, the childminder's allotment and wildlife centres. This helps to develop children's physical skills and confidence, connect with nature and learn about the wider world around them. The childminder supports children to learn about good oral health. She plans activities where children use toothbrushes to clean germs off pretend teeth and have discussions around the importance of this.
- The childminder has developed strong parent partnerships. They speak highly of the 'exceptional' care and support she gives to their children and the high standard of education that she offers. Parents discuss that the childminder provides a stable, nurturing environment where children feel safe, settled and valued. They comment on how their children have made excellent progress in their development and that they feel well informed about what they are learning.
- The childminder regularly reflects on her provision and demonstrates a clear understanding of her strengths and areas for development. She has good knowledge of the early years foundation stage, and her teaching skills are good. The childminder consistently completes mandatory training, such as safeguarding and paediatric first aid, to ensure children's safety and well-being. However, she has yet to fully explore wider professional development opportunities that could enhance her teaching skills, deepen her knowledge and further support children's learning and development.

## 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:**

- focus training and professional development opportunities more precisely to enhance the already good teaching to a highest possible level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2732321                                                                           |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10399955                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 6                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in Great Yarmouth. She operates all year round from 8am to 5:30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded places for children aged between nine months and four years.

## Information about this inspection

### Inspector

Laura Redmond

### Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took the written views of parents 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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