

Childminder report

Inspection date: 3 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this warm and welcoming, home-from-home environment. The childminder places a high priority on creating a culture of respect and ensuring that children feel valued. She provides them with continuous praise and encouragement, resulting in children showing high levels of confidence and self-worth. Children demonstrate exemplary behaviour. They show the utmost respect for the childminder and any assistant she works with. Children take pride in their responsibilities, use impressive manners and are kind and considerate to their peers. They demonstrate impressive skills in managing their emotions. The childminder provides reassurance and engages them in thoughtful conversations to help them understand and navigate their feelings.

The childminder plans engaging activities that ignite children's curiosity and fuels their enthusiasm for learning. For instance, they become deeply engrossed as they experiment with mixing different coloured water with real food in the outdoor kitchen. The childminder skilfully encourages children to think about what will happen as they test out their ideas. Children have a 'can-do' attitude and are supported to develop their independence from a young age. They confidently take ownership of daily routines, such as setting the table for meals, tidying up after themselves and tending to their personal care. These skills help children to be ready for the next step in their education or when they go to school.

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

- The childminder has designed a clear and concise curriculum that challenges and supports children to develop their skills and knowledge for a successful future. The curriculum is well sequenced and considers the individual needs of all children. The childminder has thorough procedures to assess and observe children to ensure that they make excellent progress and that any gaps are swiftly identified and effective support put into place. As a result, children make remarkable progress in their learning and development.
- The childminder teaches children about the importance of leading a healthy lifestyle. Children have ample opportunities to develop their physical skills outdoors in the childminder's captivating and resourceful garden. For instance, children enthusiastically water their plants and vegetables in the garden and identify what they are growing. During lunch, they try the vegetables they have grown in the garden and discuss how this helps them to be healthy and strong.
- Children flourish in their communication and language skills. The childminder thoughtfully weaves conversations, songs and stories into children's play to introduce new language and develop their confidence. Children have exposure to new vocabulary and narrate what they have learned. For example, children talk about the growth process of caterpillars. They have deep discussions about life

cycles and the chrysalis stage of transforming to a butterfly. This enables children to be confident communicators who can articulate their thoughts and ideas.

- Children are fully immersed in their learning and development and are taught how to keep themselves safe in their environment. For example, children are supported in using real tools to extract herbs that are embedded in ice blocks. This supports children's fine motor skills and sensory exploration and helps them to manage risks in their play.
- Parents speak highly of the childminder and the assistants she works with. They discuss how they provide exceptional care where their children have flourished and have come on 'leaps and bounds' in all aspects of their learning. Parents feel well informed about their children's development and comment that their children's faces 'light up' when they attend the setting.
- The childminder is very experienced and consistently adapts her teaching methods to meet the diverse needs of the children. During group activities, she expertly divides her attention between children to ensure that they receive support that is tailored to their individual learning needs. The childminder immerses herself in activities with children and skilfully watches how they interact and respond with resources. When she notices new learning taking place, she quickly steps in to extend this. For instance, when children excitedly find a variety of bugs while watering the garden, the childminder gathers magnifying glasses. She takes children on a bug hunt, teaching them about the different bugs they find. This builds on children's knowledge in meaningful ways.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY219130
Local authority	Norfolk
Inspection number	10392424
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	21 August 2019

Information about this early years setting

The childminder registered in 2002 and lives in Hellesdon, Norwich. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with an assistant. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Laura Redmond

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector took account of the written and spoken views of parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the childminder's assistant at appropriate times during the inspection.

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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