

# Childminder report

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Inspection date: 9 July 2025

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### The provision is outstanding

Children thrive in this exceptionally nurturing and ambitious setting. The childminder creates a calm, purposeful space. Every child feels valued and understood. The childminder's strong ethos shines through daily routines and learning. She gives children real-world experiences that spark curiosity. These experiences build deep, meaningful learning. Children visit museums, libraries, farms and nature reserves. They travel experiencing different modes of transport, explore different towns and meet a variety of different people. These outings expand children's knowledge and confidence. They provide children with new experiences that spark interest and curiosity.

The childminder plans each experience with care. As a result, children grow in confidence, develop social skills and build cultural awareness. Children feel safe, secure and emotionally supported. The childminder tunes in to each child's needs. She supports children with care and skill. Visual cues, emotional support and clear routines help children to cope with change and build resilience.

The childminder sets high expectations. Children's behaviour and attitudes are exemplary. Children cooperate, take turns and show respect for each other. On school runs, older children role model walking safely and sensibly for younger ones. Children grow into confident, independent learners. They make choices, take pride in their work and show care for others.

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

- Children make exceptional progress from their starting points. The childminder uses a variety of tools to track children's learning. She works closely with parents and other settings to ensure consistent, high-quality targeted support. This helps children to close any gaps in their skills and knowledge.
- The childminder excels in promoting communication and language. She uses a song sack, rhyme cards and soft toys to support memory and understanding. Her interactive sessions engage children deeply. They eagerly recall facts, such as naming a robin by its red tummy. She supports storytelling and sequencing with great care. Children describe faces and feelings, learning to name emotions with confidence. During shared reading, the childminder brings stories to life. When a child spots a large dinosaur and calls it the 'daddy', she asks questions that prompt comparison. The childminder supports children to remember the rhinoceroses they saw at the zoo, recalling which one was the baby and why.
- The childminder weaves numeracy into books and play. She encourages children to count, sort and group by size with language such as small, medium and large, or spotting sets of three. At every turn, she stretches children's thinking with skill and purpose.

- The childminder expertly links learning to children's interests. For example, after reading 'Jasper's Beanstalk', children plant their own seeds. They count beans and learn how things grow. The childminder poses questions to think about the order in which they do things. She explains that the picture on the front of the packet shows what the seed will grow into and the instructions on the back explain how to plant and care for the seeds. She seamlessly extends learning explaining what seeds the birds would like to eat. She goes on to teach children the dangers of eating the seeds themselves.
- Children love books. They choose their own stories, turn pages and point out details. They listen with interest and enjoy this quality time with the childminder. Even the youngest children babble excitedly as they turn pages and mimic her words as they talk to themselves, pointing at the pictures.
- The childminder thoughtfully teaches children about diversity and inclusion. She takes them to a local library session that supports children who use hearing aids. Children bring their own teddies, which staff fit with hearing aids to take home. This helps them to understand and respect the different ways people communicate and receive support.
- Children's personal development is excellent. Children learn to dress, wash hands and use the toilet with increasing independence. They help tidy up, pack their bags and carry heavy watering cans outdoors. These routines build a strong sense of pride and self-confidence.
- The childminder reflects deeply on her work. She completes regular training on autism, communication, safeguarding and child development. She shares ideas with local professionals and uses new knowledge to improve outcomes for children.
- Parents speak with genuine warmth and gratitude. They say their children 'thrive', 'love learning' and have 'come on in leaps and bounds'. Parents described her as a 'remarkable woman'.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY291684                                                                          |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10392372                                                                          |
| <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 10                                                                           |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 20                                                                                |
| <b>Date of previous inspection</b>                 | 19 August 2019                                                                    |

## Information about this early years setting

The childminder registered in 2004 and lives in Brundall, near Norwich. She holds an appropriate qualification at level 3. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early education for all eligible children.

## Information about this inspection

### Inspector

Nina Hopson

### 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.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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