

# Childminder report

---

Inspection date: 3 December 2024

|                              |             |
|------------------------------|-------------|
| <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 | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are very settled and secure in the care of this gentle and nurturing childminder. She builds strong bonds with children and their families right from the start. Children demonstrate that they are very settled and secure as they gleefully engage her in their play. They demonstrate how confident they are as they engage visitors by offering toys and telling them about their favourite activities. The warm and welcoming environment, both indoors and outdoors, is carefully planned to ensure that children of all ages can be independent in their play and investigation. All children make consistent progress from their starting points.

Children learn to be kind and cooperative as they follow the excellent example that the childminder consistently demonstrates. They learn how to carefully handle the family tortoise as they wait patiently for the childminder to take it out of its cage. They are delighted as it dances when they gently scratch it in the special way it likes. The childminder provides children who are still developing their ability to manage their behaviours with gentle support. She gives them the language to describe their emotions and strategies to help them take turns and play together.

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

- The well-qualified childminder is dedicated to continuously expanding her knowledge of how best to support children in her care. She seeks out training and mentoring that challenges and informs her practice. The childminder uses the information that she gains, along with professional input, such as a government mentoring scheme, to constantly evaluate her setting. She implements changes and reviews the impact on children's learning and development.
- Parents and older children demonstrate that they value the service that the childminder provides. The childminder has developed various ways to inform families about their children's progress and to involve them in a joined-up approach to their development and learning. Parents comment that they value the experiences that she plans, their children's growing confidence and the friendships she fosters between the children.
- Children develop into confident communicators over their time with the childminder. She encourages their drive to communicate by giving careful attention to their developing verbal and non-verbal communication skills. The childminder conscientiously introduces rich language as she engages in play with the children. For instance, she threads in mathematical language as children play at filling containers with water, and takes every opportunity to encourage children to count and represent numbers with their fingers.
- The childminder provides nutritious food for children. She teaches them to understand how their food is made as they help her prepare scrambled eggs for

lunch, and they discuss the different foods they need to be strong and healthy. Children learn good hygiene and self-care routines, such as washing their hands independently after handling animals or playing outside. She teaches children to manage putting on their own shoes and coats in preparation to moving on to pre-school.

- Children enjoy visiting local toddler groups and going on outings, where they develop their social skills and experience the wider community. The childminder has incorporated ways to introduce diversity into her curriculum. For example, she implements a programme of introducing children to foods from around the world. She uses this as a way to foster discussions about the countries and cultures that these foods come from.
- The childminder monitors children's progress carefully and works closely with parents and other professionals when children need additional support to thrive. She works closely with other settings that children attend, sharing her assessments and consulting on next steps in children's learning. The childminder diligently prepares children to develop a positive attitude to transitions, including moving on to the next stage in their learning and school.
- The childminder uses a range of successful strategies to help children to develop into confident and resilient citizens. However, support for children who occasionally struggle to persist in their learning is less consistent.

## **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:**

- implement consistent strategies to engage children when they struggle to persist with their learning that help them to re-engage and complete their tasks.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY450549                                                                          |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10363969                                                                          |
| <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 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 17 January 2019                                                                   |

## Information about this early years setting

The childminder registered in 2012 and lives in Norwich. She operates from 7.30am to 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at foundation degree level. She provides government funded places for childcare.

## Information about this inspection

### Inspector

Terrie Simpson

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The children showed the inspector what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- Parents and the older children shared their views of the setting with the inspector in writing.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024