

Childminder report

Inspection date: 3 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	Good
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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 show they feel safe and secure by seeking her out for cuddles or reassurance when they are tired or upset. The youngest children babble happily. They know their attempts at communication will be understood by the childminder and responded to. Older children chat confidently to the childminder and share their ideas, showing their developing language skills. Group hugs and laughter are constant through the day. Children giggle infectiously when the childminder tricks them with incorrect actions to songs. The close and trusting relationships underpin learning for children.

The childminder encourages children to be independent throughout the day. Children show confidence in putting their boots away. They tidy resources to reduce trip hazards. Older children are supported to model this for younger ones, helping them learn about responsibility. The childminder sets clear expectations, such as reminding children to take turns on the trampoline or to share fairly. This helps children to develop self-control and positive attitudes. Behaviour is good. Children listen to instructions and respond well to directions, such as washing their hands for snack. The childminder provides nutritious snacks. Children taste the tomatoes they have grown in the garden. They are developing their unique likes and dislikes of food.

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

- The childminder has a clear understanding of what each child needs to learn next. She uses ongoing observations and knowledge of every child to plan engaging learning experiences to build on their knowledge and skills. The childminder shares progress with parents through daily messages and photo updates. This helps continuity of learning between home and the setting.
- Children are curious about the world around them. The childminder takes children on walks to the river where they notice birds and other wildlife. She uses questions to prompt their thinking, such as what might live in a nest and extends ideas by talking about what baby birds might eat. The childminder extends children's enquiries about their world. This leads to broad and engaging learning experiences for children.
- Children notice seasonal changes, such as leaves changing colour. The childminder points out yellow and orange shades, linking this to their nature walks. These conversations build children's vocabulary and help them to notice changes in nature.
- Play is rich in language. As children explore small-world toys, the childminder names animals, such as 'swan' and 'blue tit'. She models problem-solving, such as when one object will not balance on another. The childminder helps children to think about size and positioning.

- Children pretend to make 'cakes' and use candles to celebrate birthdays as they play with dough. The childminder encourages rolling and squeezing of the dough. She narrates what the children are doing, using words such as 'squish' and 'squash'. Mathematical ideas are introduced, such as linking the number of candles to children's ages.
- Outings are a strength. Children use binoculars on nature walks. They visit the cathedral and learn to navigate with a map. Children visit the library to explore a range of books. They find books about caterpillars to research how to support a hawk moth to transform into a cocoon. These experiences broaden children's knowledge and spark conversations and problem-solving skills that continue long after the visits.
- Children are creative and imaginative. They make potions in the woods using natural materials. Children enjoy role-play, recreating holidays they have been on. They make passports and tickets to extend their ideas. Singing and music are enjoyed by children. They enthusiastically count monkeys on their fingers. Children anticipate actions with delight and practise taking turns in group games.
- Partnerships with parents are strong. Daily updates through photos and discussions about progress help parents support learning at home. The childminder works with health visitors and other professionals when needed. However, the childminder has not fully developed links with other early years providers that children attend. This means that while children's learning and development are well supported at home and in the setting, opportunities for continuity and consistency across multiple early years settings are not fully realised.
- Parents say the childminder is kind, caring and supportive. They comment how she often goes above and beyond to help families with advice and reassurance. Parents describe the childminder's home as welcoming and 'like a home away from home'.

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:

- continue to develop links with other early years providers to support children's transitions and continuity in learning.

Setting details

Unique reference number	EY470568
Local authority	Norfolk
Inspection number	10398996
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 2
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 November 2019

Information about this early years setting

The childminder registered in 2013 and lives in Norwich. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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