

Childminder report

Inspection date: 3 July 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting with confidence. They are greeted warmly by the friendly and nurturing childminder and her assistants, who are extremely attentive to children's individual needs. The childminder offers reassurance and encouragement to separate from their parent's. This helps children to feel safe and secure. The childminder is consistent in her approach to help children understand rules and routines on arrival, which help children to settle quickly. For example, they sit patiently on the carpet for morning registration and sing familiar songs. These experiences support children to develop focus of attention skills and help them to feel included.

Children benefit from a broad and varied curriculum that is tailored to the individual needs of children. The childminder knows children in her care well. Additionally, she has a good understanding of child development. She uses this knowledge to plan interesting and meaningful activities, which build on what children already know and can do. This supports children to make good progress in their learning and development.

Children have access to a stimulating and well-organised learning environment. The childminder ensures that toys and resources are of good quality and are easily accessible to them. They confidently choose resources and activities to participate in. This helps them to take ownership of their learning and play.

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

- Overall, the quality of education is good. The childminder collects information about children's starting points from parents and completes detailed observations. She incorporates this information to plan activities for children's next steps in their learning. However, activities are not always tailored to meet the individual needs of all children, specifically younger children and children with difficulties maintaining attention. As a result, they lose interest and do not always benefit from meaningful learning opportunities.
- The childminder is extremely committed to ensuring that children with special educational needs and/or disabilities (SEND) are fully supported. She swiftly identifies children who may require extra support and ensures that timely referrals are made to other professionals with parents' full agreement. This helps children with SEND to make progress in their learning and development.
- The childminder places a high value on supporting children to be effective communicators. She creates a language-rich environment that is designed to enhance children's communication and language skills. For example, children are encouraged to participate during stories. They excitedly repeat familiar phrases, such as 'shark in the dark'. Additionally, the childminder helps them to

understand the concept of anticipation through actions and words, such as 'bubble, bubble, pop'. As a result, children are confident communicators.

- The childminder supports children to develop healthy lifestyles. They access fresh air and exercise daily and eat healthy foods. Children develop gross motor skills and coordination while confidently using climbing apparatus and balancing equipment. Additionally, they have opportunities to develop their fine motor skills. For instance, children enjoy transferring water into containers using pipettes and use chunky chalks to make marks on patio slabs.
- The childminder is committed to supporting children to look after their own needs, such as putting on their shoes and washing their hands. Additionally, children are supported to serve their own snack. For example, children use a spoon to scoop strawberries from a bowl and place them onto plates. They pour water from a jug into their cups. These opportunities help children to gain confidence in their own abilities.
- Overall, children behave well. The childminder is a good role model for children. She models respectful behaviour. Children have formed good relationships. They take turns and show kindness. For example, children support their friends with a hug when needed. However, at times, children are not always given clear and consistent guidance on behavioural expectations, such as squirting others with water. This means that children may not always understand the impact of their behaviour on others.
- Partnerships with parents are strong. The childminder keeps parents fully informed about their children's experiences and progress. They highly praise the childminder and comment that they are happy with the care their children receive. These secure partnerships help to create continuity for children.
- The childminder is committed to enhancing her own and the professional development of her assistants. She ensures that mandatory training is up to date and completes regular safeguarding courses. Additionally, assistants are supported to complete apprenticeship qualifications and have access to further qualifications through training subscriptions. This helps to improve the overall quality of practice.

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:

- ensure that planned activities are tailored to meet the individual needs of all children

- provide children with clear and consistent messages to help children understand behavioural expectations.

Setting details

Unique reference number	2727928
Local authority	Southampton
Inspection number	10399752
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 4
Total number of places	5
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She provides care in Southampton, Hampshire. The childminder offers care Monday to Friday, from 7.30am to 6pm, throughout the year. The childminder holds a relevant childcare qualification at level 3. She works with two assistants. She provides government funded places for childcare.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning and development.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered written and verbal feedback from parents and spoke to children during the inspection.
- The inspector held discussions with the childminder 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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