

Childminder report

Inspection date: 14 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 demonstrate that they have good emotional attachments to the friendly and welcoming childminder. They spontaneously cuddle into her, smiling as they do so. Children are very settled and clearly feel secure in the childminder's care. She shows genuine warmth towards children as she smiles back at them. This helps children to develop their self-esteem and a sense of belonging as a result of the support they receive from the childminder.

Children benefit from an ambitious curriculum. The childminder has a secure understanding of every child and uses this knowledge to support their ongoing development and next steps. Children enjoy a range of activities that promote their confidence and independence. For example, they put on their shoes before going outside, and they show a good awareness of their personal hygiene. The childminder supports older children well to prepare them for their transition to school.

The childminder has high expectations for all children. She is a positive role model who treats children respectfully, using a calm voice and good manners. Children play well together and share resources with a smile on their faces. The childminder praises children for their efforts. This helps children to develop good friendships.

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

- The curriculum is sequential and tailored to support children at various stages of development. The childminder plans activities to support children's previous experiences. For example, she sensitively talks with children about their experiences of visiting the dentist. Children excitedly talk about how their teeth were 'nice and shiny'. They use a pretend dentist kit to dress up as dentists, wearing masks and discussing the 'bacteria' on teeth. Children work together to brush plastic teeth, and they listen to the childminder as she explains what cavities are. This supports children's understanding of good oral health.
- Overall, the childminder promotes children's communication and language well. She encourages children to talk about recent events they took part in. For example, she talks about how on a recent visit to a park, children fed the ducks. Children talk of how they fed the ducks seeds, as 'Bread makes them poorly.' However, on occasion, when the childminder asks questions, she does not give children time to think about their answers before asking another question. This hinders children's ability to consider an answer and develop their communication skills further.
- The childminder knows how to incorporate mathematics into daily activities. She introduces mathematical concepts while playing with children. For instance, while children go down a slide, she introduces 'faster' and 'slower' to describe

speed. Children enjoy learning and show good levels of curiosity as they listen. This helps children to embed early mathematics skills.

- The childminder supports children's love of stories and books. She uses targeted props connected to the story to encourage children's engagement. Children show familiarity with stories and actively join in with repeated phrases. They use props appropriately. For example, when reading 'The Three Little Pigs', children consider whether straw, sticks or bricks would be the best choice to build a house with. Children notice the weight difference between a brick and straw. They say that bricks would be the best choice, and notice that the childminder's house is made of bricks. This helps children to recognise features in their environment.
- The childminder helps children to recognise the importance of personal hygiene. She praises them as they independently wash and dry their hands before lunch. Children chat to one another and compare food choices. The childminder encourages children to open their food containers and discuss what foods are healthy. This helps children to develop their independence and confidence skills.
- The childminder values her close relationships with parents. They speak highly of the childminder and the positive influence she has on their children. The childminder ensures that parents are well informed about their children's development and learning. She shares detailed information to help parents continue their children's learning at home. Parents appreciate the range of outings and experiences the childminder provides. The two-way process of communication ensures that children's needs are consistently met.

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:

- extend knowledge on how to use effective techniques to support and enhance children's language and thinking skills.

Setting details

Unique reference number	2729469
Local authority	Southampton
Inspection number	10398415
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	0 to 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Southampton, Hampshire. She operates from 8am to 5pm, Monday to Friday, all year round. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children and spoke with them at appropriate times.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided 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.
- Parents shared their views of the childminder with the inspector through written testimonials.

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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