

Childminder report

Inspection date:

1 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children form positive relationships with the friendly and nurturing childminder. She greets children and families warmly on arrival, which helps them to settle quickly. Children are confident and eager to start their day. They initiate conversation and choose toys to play with. The childminder has a kind and reassuring manner and calmly reminds children to share and take turns. However, she does not always provide effective guidance to support their understanding of behavioural expectations. For example, children sometimes shout, run around indoors, jump on sofas and hit each other with toys. The childminder does not consistently challenge this behaviour or remind children of rules and boundaries. Children do not always understand behavioural expectations or learn to play safely with others.

The childminder provides a variety of resources for children to use linked to their interests. They enjoy building towers using construction materials. They experiment with size and think of items that will fit inside the towers, such as marbles. Although the childminder provides opportunities for child-initiated play, she does not always plan a curriculum that motivates children and inspires them to enjoy learning.

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

- Although the childminder knows children well, overall, she has not yet developed and implemented an ambitious well-sequenced curriculum that motivates children and guides their learning effectively. The childminder has some understanding of where children are in their learning and plans activities, such as making play dough. While this engages and motivates some children, others are less interested which results in them losing interest and wandering off.
- The childminder models respectful behaviour, such as using 'please' and 'thank you'. However, she is not always consistent in reinforcing rules and boundaries during children's unwanted behaviour. At times, this leads to children becoming increasingly disruptive and unsettled. For example, children say 'no' when asked to follow expected routines and do not always use resources appropriately, such as spraying water in people's faces and swinging toys in the vicinity of others. This does not fully support children to gain an understanding of the impact of their behaviour on others and know what is expected of them.
- Children are confident communicators. The childminder consistently engages children in conversation and encourages them to share their thoughts and ideas. She ensures all children have opportunities to participate. She asks questions designed to support children's extended vocabulary and recall memories, such as explaining what they did during the holidays. These experiences, help children feel valued and included.
- The childminder takes children to the local park and her garden is resourced for

outdoor play. However, when children's behaviour begins to deteriorate indoors, the childminder does not always recognise the opportunity to use the outdoor environment to support their well-being and help them re-engage in play and learning.

- The childminder ensures children have some opportunities to look after their own needs. For example, during snack routine they use child friendly knives to apply butter and cut their crumpets. Additionally, they are encouraged to peel bananas. However, the childminder does not always ensure that every child has washed their hands. They do not consistently learn the importance of good hygiene routines to promote their health and well-being.
- The childminder completes mandatory training in line with legislation. Additionally, she has completed additional training to help her identify children with special educational needs and/or disabilities and has signed up to a healthy eating course. These opportunities aim to help to improve her knowledge and understanding.
- The childminder has established strong relationships with parents. Parents comment they are happy with the care their children receive. They are regularly updated with their children's daily routines and progress. These partnerships provide continuity of care for children.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the planning of the curriculum so that all children are inspired to learn through consistent learning and development experiences	01/10/2025
provide children with clear and consistent messages to help them understand behavioural expectations and the consequences of their actions on others.	01/10/2025

To further improve the quality of the early years provision, the provider should:

- strengthen awareness of how to use the outdoor environment to support children's well-being and behaviour, particularly when they need space to release energy and refocus
- improve the procedures for hygiene practices with regards to handwashing to promote children's health and well-being.

Setting details

Unique reference number	2734765
Local authority	Southampton
Inspection number	10407307
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Midanbury, Southampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. She holds a relevant childcare qualification at level 3. The childminder 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 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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