

Childminder report

Inspection date: 21 August 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not Met (with actions)

What is it like to attend this early years setting?

The provision is inadequate

The childminder lacks sufficient knowledge of child development and does not provide an effective, structured curriculum, particularly for children with special educational needs and/or disabilities (SEND). As a result, children become bored and disengaged, making limited progress in key areas, such as communication and language and physical development. The childminder does not organise the environment successfully to encourage independence, choice and the development of problem-solving skills. She has low expectations for what children can achieve, which does not support their confidence and resilience. In addition, she does not work effectively with external professionals, meaning children miss out on the consistent support they need. These significant weaknesses in the curriculum have a detrimental impact on children's learning and prevent them from developing the secure foundations needed for future learning.

Children are content when playing with toys of their choice, such as cars. They sustain play for extended periods, organising it independently and demonstrating strong imagination as they pretend there has been a crash and that emergency services are required. Children eat well from the packed lunches provided by parents. They follow good hygiene routines and are beginning to develop some independence skills, such as removing the lids from their yoghurts.

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

- The childminder does not have a secure understanding of how children learn. Weaknesses in the quality of education have been identified at previous inspections but, despite this, the childminder has not done enough to put this right. This prevents her being able to effectively plan what children should learn during their time in her care. There is no structured curriculum in place to meet the needs of all children. Consequently, children show boredom as they flit from resources that are not age- and stage appropriate and, therefore, offer no challenge or engagement. The childminder spends time repeatedly requesting children to return to activities she has set up for them, such as a weighing pasta activity.
- Children's communication and language development are not effectively supported, resulting in children falling behind with no targeted intervention to help them catch up. Children do not have enough support to engage in conversation, and when conversations do take place, the childminder does not allow sufficient time for them to process information and respond. This restricts their interaction, confidence and language growth.
- Children have limited opportunities for physical play, both indoors and outdoors, which restricts their physical development. They show signs of needing movement, such as fidgeting and becoming irritable, yet these needs are not

responded to. When children do access the outdoor environment, older children are not provided with sufficiently challenging activities. For example, many resources are not appropriate for their age or stage of development. As a result, children do not benefit from vital opportunities to build physical skills and develop an understanding of how to keep themselves healthy.

- The childminder's environment is not effectively organised, which restricts children's ability to engage in independent play and make their own choices. She limits their autonomy and curiosity, resulting in lower engagement and reduced opportunities for children to develop decision-making and problem-solving skills.
- The childminder does not have effective systems in place for sharing information with other professionals, which negatively impacts the progress of children, particularly those with SEND. She does not collaborate with external professionals involved in children's learning, resulting in a lack of consistent interventions. Consequently, children do not receive the support they need to be fully prepared for the next stage of their education, such as starting school.
- The childminder has low expectations of children, which limits the opportunities she provides for them to develop confidence, resilience and independence. Despite this, she has established positive relationships and bonds with the children.
- Children are supported to respect and maintain their privacy, particularly when using the toilet. They also develop good hygiene routines, such as washing their hands before meals and brushing their teeth afterwards.
- Despite weaknesses in the overall quality of education, the childminder demonstrates an understanding of her safeguarding responsibilities. She knows how to identify signs of abuse and is clear about the procedures for reporting any concerns. The childminder supervises the children well, particularly while eating.

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
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create and implement an ambitious curriculum with engaging, challenging activities that support all children to make progress across all areas of learning and prepare them well for their future learning	18/09/2025
improve interactions to support children's communication and language skills	18/09/2025
improve support for children to develop their physical skills and to promote their overall health and well-being	05/09/2025
provide a well-organised and accessible environment that promotes children's choice, engagement and independence in play	18/09/2025
implement effective systems to support children with SEND, ensuring clear communication and collaboration with external professionals so that each child receives the tailored support they need to thrive.	05/09/2025

Setting details

Unique reference number	EY277149
Local authority	Southampton
Inspection number	10411098
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 0
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 March 2025

Information about this early years setting

The childminder registered in 2004. She lives in Southampton, Hampshire. She offers care from 8am to 6pm, Monday to Friday and all year round. The childminder holds a level 3 qualification. She receives funding to provide free early education for children aged two, three and four years of age.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- Three activity observations of the childminder's quality of teaching were carried out by the inspector.
- The inspector held discussions with children and the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included training and policies and procedures in relation to safeguarding.
- A leadership meeting was held with the inspector and childminder.

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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