

Childminder report

Inspection date: 14 April 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 have a strong sense of belonging at the childminder's setting and develop positive relationships with her and each other. They develop their confidence very well. The childminder helps children to build on their awareness of their emotions and feelings. For example, she encourages discussions about how people feel and comments positively when children are kind to each other.

Children are excited to explore the engaging and interesting resources. They engage enthusiastically in play and activities that capture their curiosity. For instance, children maintained a strong interest as they cooperatively mixed compost and water together and made muddy puddles outside. They benefit from a wide range of outings and experiences to support their learning and development, such as planting seeds and visits to a farm park. The childminder promotes children's choices and independence strongly. Children make their own decisions about what to play with.

The childminder identifies and responds to any gaps in children's learning. She takes steps to close these and provides support to help children catch up, such as through interactions. The childminder carefully considers children's progress and their next steps in learning when planning activities and resources. As a result, this supports what children need to learn next. Overall, the childminder provides consistently good support and interactions to children.

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

- The childminder has a secure understanding of children's individual learning needs. She closely monitors children's development through regular observations and assessments. She works with other professionals when needed and uses their advice and guidance well to promote children's progress. This helps all children to gain skills to become ready for the next stage in their learning.
- Children are generally enthusiastic about their play and most activities. The childminder provides focused activities, such as exploring dough. These activities are mostly successful in engaging children's interest, which helps to develop their concentration skills. The childminder weaves in teaching effectively, such as encouraging counting and recognising shapes and sizes. Occasionally, the childminder continues to try and engage children when they are not sufficiently interested. This leads to children becoming restless and not engaging fully in their learning.
- The childminder and children benefit from ongoing discussions. She speaks clearly to children and introduces and explains the meaning of new vocabulary, such as 'hydrate'. The childminder encourages children to recall and talk about outings and their home experiences. Children enjoy choosing and looking at

books, which the childminder reads to them. Occasionally, the childminder does not fully extend on the information discussed to enhance children's knowledge and understanding even further.

- The childminder promotes children's independence and their sense of responsibility effectively. She involves children in helping, including tidying up and putting out cutlery for lunch. Children do things for themselves, such as visiting the toilet and peeling their fruit. They learn to use knives safely to cut up different types of fruit. The childminder promotes healthy lifestyles securely. For example, she promotes children's awareness of drinking water and eating well. Children enjoy planting seeds to grow fruit and vegetables, which helps them to develop their understanding of where food comes from.
- The childminder knows the children as individuals well. She values children's backgrounds and encourages discussions, including about other languages spoken at home. The childminder gives children some appropriate guidance about behaviour expectations. Sometimes, she is not fully consistent, which does not support children to gain a clear understanding of what is expected of them. The childminder praises children warmly and positively, and she values their achievements. This builds children's confidence and self-esteem effectively.
- The childminder has positive partnerships with parents and communicates well with them. Parents' feedback is very complimentary. For example, they say the childminder provides a 'warm, safe and welcoming' setting where their children feel 'comfortable and happy'. The childminder is aware of her responsibilities to liaise with other early years settings children attend. She provides relevant information to promote a shared understanding of children's needs.
- The childminder reflects on her service well. She completes regular professional development and training. She uses the information gained to refresh her understanding and to provide new learning experiences 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 further improve the quality of the early years provision, the provider should:

- identify children's interest in activities to offer these at times when children are ready to engage in learning, to help support their progress further
- extend discussions with children to enhance their knowledge and understanding even further
- provide more consistent expectations to children, to help them better understand what is expected of them.

Setting details

Unique reference number	EY342827
Local authority	Southampton
Inspection number	10392253
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 August 2019

Information about this early years setting

The childminder registered in 2006 and lives in the Bitterne Park area of Southampton. She provides childcare all day, Monday to Thursday, all year round, except for personal holidays. The childminder holds an early years qualification at level 3. She accepts government childcare funding.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The childminder spoke to the inspector about children's learning and development and how she supports their progress.
- Parents provided written feedback and the inspector took account of their views.
- Children chatted to the inspector and interacted with her during the inspection.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector held some discussions during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A sample of documentation was reviewed as part of the inspection process.

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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