

Childminder report

Inspection date: 9 July 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 are happy and confident. They settle quickly in the childminder's homely setting. They demonstrate secure attachments with the childminder, who is warm and friendly. This helps them to feel safe and secure. The childminder knows the children very well and is attentive to their individual needs. This helps children to build a secure sense of belonging and supports their emotional well-being. Children are confident to explore activities and resources, make choices in their play and engage respectfully with others.

The childminder provides an ambitious and engaging curriculum for children. She ensures activities are tailored to meet children's interests and individual stages of development. She supports children to take ownership of their play and to be curious about the world. For example, when children show high levels of interest in caterpillars, she encourages them to look for other insects, such as bees and butterflies. Through hands-on observation and discussion, children develop an understanding of life cycles and habitats. These experiences help children to engage in the learning and make good progress.

Children have developed good relationships with each other. They chat happily, play together and share ideas. The childminder is a good role model for children. She provides clear guidance for children's behaviour. For instance, when children have difficulties sharing toys, she calmly reminds them of rules and boundaries and provides clear explanations to support their understanding of behavioural expectations. This helps to diffuse any disagreements quickly.

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

- The quality of education is good. The childminder collects detailed information from parents when children first start. She links this information with her own observations to identify what children know and can do. She carefully tracks children's progress to establish next steps and to help close any gaps in their learning and development.
- The childminder provides opportunities for children to develop communication and language skills. For example, she consistently engages them in conversation, introduces them to new words and uses questions to support critical thinking. This supports children to listen to others, engage enthusiastically in conversation and to be confident communicators.
- The childminder is committed to improving her knowledge and understanding. In addition to completing mandatory training, she seeks out opportunities to update her knowledge to support her practice. For example, she attends yearly play-led conferences and online courses. Additionally, she has formed good working partnerships with other local childminders and shares ideas for good practice.

These experiences and partnerships help support the childminder's professional development. However, she has not yet developed a more secure understanding of how to work with other professionals. This means that children who require additional help, are not always fully supported.

- The childminder is a positive role model for children. She consistently demonstrates respectful behaviour and sets clear expectations. Children learn how to share and take turns and treat all living things with care and kindness. For example, children are taught to observe bugs from a distance and to transport them carefully to garden plants and borders. They respond well to her gentle guidance and praise. This helps them understand expected behaviour and show consideration.
- The childminder promotes children's independence well. They are supported to make choices throughout the day, such as choosing resources to use in play. They confidently put on their own shoes and hats for outdoor play. The childminder encourages them to try tasks for themselves, such as creating sandcastles from a variety of different containers. This helps children to understand their own capabilities and to make decisions.
- The childminder provides a good range of hands-on activities, designed to support children's fine motor skills and to develop muscle strength in their hands, in preparation for early writing. For instance, children enjoy squeezing soapy water out of bottles to make a water eruption. Furthermore, the childminder promotes exploration. She encourages them to add more soapy liquid to create bubbles effectively. These experiences support children's physical development and scientific learning.
- The childminder has formed secure partnerships with parents. She ensures that they are regularly updated with children's experiences and progress. Additionally, she encourages parents to be involved in children's cultural learning, such as celebrations, food and language. However, partnerships with other settings that children attend are not always consistent. This means that important information about children's learning and development is not always shared effectively.

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:

- enhance the use of professional development, including a more secure understanding of how to work with other professionals to support children further in their learning

- refine information sharing with other settings to enhance continuity of care for children.

Setting details

Unique reference number	EY366797
Local authority	Southampton
Inspection number	10398247
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 2008. She lives in the Sholing area of Southampton, Hampshire. The childminder provides childcare from Monday to Friday, all year round, with the exception of one week at Christmas and her personal holidays. She provides government-funded places for childcare. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Loretta Murphy

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of teaching and assessed the impact this has on children's progress.
- The inspector took account of the views of parents through written feedback provided.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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