

Childminder report

Inspection date:

19 August 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

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder greets children and families warmly on arrival. Children arrive happily and confidently at the childminder's welcoming home. Her warm and friendly approach helps them to feel safe, secure and to settle quickly. Children are keen to start their day and quickly engage in familiar activities. The childminder has a calm and reassuring manner. For instance, she gently reminds them to share and take turns. However, she does not always provide effective guidance to support their understanding of behavioural expectations or the impact their behaviour has on others.

The childminder ensures that children have access to a rich variety of resources, linked to her planned curriculum. For example, at times children enjoy building with a range of construction toys, such as building blocks and magnetic tiles. However, the childminder does not always support children's learning well. The curriculum is not consistently ambitious for children. For instance, although planned activities are based on children's interests, they are not always purposeful. Children are not always focused and quickly lose interest. They do not consistently benefit from well-sequenced learning opportunities that build on their prior knowledge to extend their learning further. This means that children do not always benefit from good-quality teaching that supports them to reach their full potential.

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

- Although the childminder knows the children well, she has not developed and implemented an ambitious, well-sequenced curriculum that focuses effectively on what each child needs to learn next. For example, the childminder provides a rich variety of puzzles for children to use. However, when children struggle to complete them and lose interest, she does not always offer guidance or support. She does not always identify these moments as a way to teach them how to solve problems to help them complete tasks. This means children do not always develop determination and critical thinking skills.
- On occasion, the childminder identifies children who have difficulties with their speech and signposts parents to relevant services for support. However, she does not always provide effective support to help children develop their speech and language skills further. For instance, during children's play, she does not consistently initiate meaningful discussion. This means opportunities to model language, introduce new words and extend children's vocabulary are missed.
- The childminder offers children some gentle guidance, such as encouraging them to say sorry when another child has been injured. However, she is not always consistent in reinforcing boundaries and rules when unwanted behaviour continues. At times, this leads to children becoming unsettled and disruptive. For example, younger children say 'no' when asked to follow expected behaviours,

such as sharing and taking turns. 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 benefit from daily opportunities to experience fresh air and exercise. For instance, on trips to the park they develop gross motor skills, while climbing and running. They develop their fine motor skills while experimenting with mark making, using a rich variety of resources, such as pens and pencils. These experiences support children's physical development.
- The childminder provides consistent opportunities for children to look after their own needs. For example, children collect and have a go at putting on their shoes and independently wash their hands. Additionally, during snack routine they use child-friendly knives to cut their food, such as bananas. These opportunities support children to develop their skills in independence.
- The childminder completes mandatory training in line with legislation. Furthermore, she has completed additional training to help improve her knowledge and understanding of physical contact with children and to support children transitioning to school.
- The childminder has developed good relationships with parents. They highly praise the childminder and the care their children receive. The childminder updates them regularly with children's daily routines. However, she does not always ensure that parents are fully up to date with their child's progress and development, such as the next steps for their learning. This means that they are not always supported to continue children's learning at home.

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
develop and implement an ambitious, well-sequenced curriculum that focuses effectively on what each child needs to learn next	22/09/2025

provide children with clear and consistent messages to help them understand behavioural expectations and the consequences of their actions on others.	22/09/2025
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To further improve the quality of the early years provision, the provider should:

- improve the quality of interactions with children to develop their communication and language skills further
- improve communication with parents regarding children's progress and development, to help support children's learning at home and provide continuity.

Setting details

Unique reference number	EY437091
Local authority	Southampton
Inspection number	10398708
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 November 2019

Information about this early years setting

The childminder registered in 2011. She lives in the Weston area of Southampton, Hampshire. The childminder's provision is open Monday to Friday, from 7.30am to 6pm. 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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