

Inspection of Sofroniou, Maria

65 The Fairway, London N13 5QN

Inspection date: 23 May 2024

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

The childminder listens carefully to children and parents when she warmly greets them into her setting. The childminder and assistant are kind and caring and good role models. The childminder and her assistant implement strategies to help children to manage their behaviour. Children respond well to the praise the childminder and assistant offer. The childminder and her assistant plan purposeful activities together that relate to children's individual interests and next steps. There are a wide range of resources for the children to choose from. The childminder helps children to make connections between their experiences. For instance, she speaks to children about the fruit and vegetables they eat at snack time, which are the same variety of fruit that they have read in the book the Hungry caterpillar. Children follow good hygiene procedures, taking turns to wash their hands before they sit down for a snack.

Support for children to develop their language and communication is good. The childminder and her assistant speak clearly to children, introducing new words and vocabulary. This is relevant to the activities that children complete. Children enjoy sitting with the childminder and sharing books together. The childminder encourages older children to speak about the stories they read and they begin to re-tell the "hungry Caterpillar" story themselves, joining in with familiar phrases.

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

- The childminder and her assistant know the children they care for well. Children demonstrate that they are happy and settled and follow the instructions the adults give them. Children develop friendships with one another. The childminder and assistant use cards that show facial expressions and emotions, and talk about different emotions. This helps children learn to manage their own feelings and behaviour.
- The childminder and her assistant implement appropriate strategies to provide focused support to children who require additional help in their learning and development. They have improved the systems they use to track and monitor children's progress. This helps them to swiftly identify any areas where children require further support. The childminder and her assistant use this information to plan appropriate activities to help children close these gaps in their learning. This helps all children to make good progress in their learning.
- Sometimes the childminder is keen to start new activities while the children are busy playing or doing something else. This interrupts children's learning and does not always support children to develop their play. Children are unable to keep their focus on one activity at a time and further develop their concentration and involvement.
- Children enjoy the wide range of physical experiences on offer in the

childminder's garden. For instance, children ride on wheeled toys, hunt for minibeasts in the nature corner. In addition, special visitors come to teach children dance and movement and children benefit from having regular opportunities to the use of the soft play room in the garden. This develops children's physical strength and stamina.

- The childminder fully considers children's safety and makes improvements where needed, to further enhance the security of her home. Children are supported well to manage their own safety and they are encouraged to do and try as much for themselves as they can. This supports children in many ways, including developing physical skills, positive attitudes and independence skills.
- The childminder forms meaningful bonds with families, as well as the children who attend. Parents are happy with the support the childminder provides. They speak highly of her effective communication to keep them informed of their children's progress. Parents know what their children are learning. However, the childminder does not consistently provide ideas for parents to support children's learning at home, based on their current learning needs.
- Children make good progress in their creative development. The childminder supports children to develop their fine motor skills and mathematical development. For example, children use their fingers to carefully pick up small stickers and use spatulas to apply glue to decorate 2d shapes. The childminder uses this opportunity to strengthen the children's knowledge of 2D shapes and colours. Older children name 2d shapes and learn how many sides are on 2D shapes and count these.
- The childminder and her assistant work well together. They complete mandatory training and have regular meetings. However, supervision sessions are not yet embedded or fully effective at helping the assistant to raise the quality of their teaching to a higher level.

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:

- respond to children's cues and follow their lead to help them extend their concentration skills even further
- enhance opportunities to develop children's home learning to further support their learning
- focus the supervision of the assistant more precisely in order to help develop knowledge and skills even further.

Setting details

Unique reference number	EY544149
Local authority	Enfield
Inspection number	10232932
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 3
Total number of places	12
Number of children on roll	5
Name of registered person	Sofroniou, Maria
Telephone number	07838370586
Date of previous inspection	11 April 2019

Information about this early years setting

The childminder registered in 2017, and lives in the London Borough of Enfield. She works with an assistant and her husband a co childminder. The childminder offers care from Monday to Thursday, from 8am to 5.30pm throughout most of the year apart from bank and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke with the childminder, her assistant and children at appropriate times 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.
- The inspector and the childminder evaluated a planned activity and discussed the impact on children's learning.
- The inspector looked at a selection of documents, including the suitability of adults living on the premises and the childminder's paediatric first-aid certificate.

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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