



Quality Assurance Report **2023**

In accordance with EYFS Statutory Framework,
Safeguarding and Welfare requirements

tiney





EYFS Statutory Framework, Safeguarding and Welfare requirements:

3.2. Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

Intent

The intent and purpose of this visit is to look at the quality of provision and teaching; to think about 'what is it like for a child here'; and to ascertain how children are being supported in their learning and development. In addition we will ensure that the childminder is compliant with the Safeguarding and Welfare requirements of the EYFS. Every childminder will receive at least one Quality Assurance visit per year of registration.

Implementation

This visit will consist of discussion with the childminder and with parents where possible, observation of early years quality practice, evidence of reflective practice and scenarios.

Impact

All of the above are to ensure compliance, support for personal and professional growth and to enable reflective practice to enable progression of the childminder's business and to embed exceptional early years practice.



Our competencies:

Passion

- You love being with children, have a great sense of fun, and are committed to bringing the best out of every child
- You are excited about running your own business with tiney and determined that it will succeed
- You love learning, pick up new things quickly, and reflect on how to keep improving

Professionalism

- You are well organised and communicate in a professional manner
- You are able to think creatively, adapt and solve problems
- You are patient, proactive and positive

Partnership working

- You are totally trust worthy and reliable
- You want to be a part of the tiney community and share and learn with other home leaders
- You promote inclusion and challenge prejudice, and are excited to work in partnership with a diverse range of families

The right home environment

As well as all that, you have the right environment for a home nursery:

- A safe and welcoming space where you can set up the resources and facilities that children need to play, learn and rest
- Children will love and adapt to different kinds of environments (cosy or vast, modern or traditional, structured or relaxed!)
- You might have outdoor space; if not, you have a park or green space nearby where children can play. And you're happy to be outdoors with children in all weathers!

Name	Shanika Levy
Registration number	TY1020015
Address	E5 9PD
Date of visit	26/01/2023
Name of Quality Consultant	Rosemarie Alphonse
Date of registration	30/09/2021
Number of children on roll	2
Number of children in attendance during visit	2
Registered assistants on site	0
Evidence of any previous actions being met	Yes / No
Overall Grading	Good ▾

Overall effectiveness and strengths of the setting – What is it like for a child here?
Including the views of the child / child's voice

The setting has achieved an overall grade of 'Good'. Shanika supports an ethos of the children learning through everyday experiences that are provided within the day. Shanika has good open dialogue, lots of talking about what the children are experiencing and asking the children for their views. The environment supports the children to make comparisons, supporting and stretching their imagination through play. The toys and resources are varied and support the children's development, with the majority of learning being led by the children creating their own play.

The interesting natural discussions allow the children to learn, discover, explore and develop through play. The setting is comfortable and homely as Shanika supports the children's exploration within the settling and outdoors in the community. Shanika is aware of the children's individuality, adapting according to their age and stage with inclusion in mind as they enjoy their day of play.

Leadership and Management – Good ▾

The leadership and management of Shanika's setting incorporates her understanding of the role as designated safeguarding lead, and all requirements of her as set out in the Statutory framework for the early year's foundation stage (2021) The setting's practice is in line with all areas of the safeguarding and welfare requirements of the EYFS. A visitors log is in place. Shanika understands the referral procedures to the LADO and MASH, as well as Prevent Duty, and is able to answer key questions relating to her role within child protection and safeguarding.

All policies are up to date and have been reviewed. These are effectively shared with Parents. The setting is safe and risk assessments are in place, and are reviewed regularly. All accident/ incident forms in place need to be signed on the day of the accident at all times.

Shanika engages well with the parents, sharing activities and care information about their child with the parents daily. Shanika has completed many courses within the early years and has a commitment to staying up to date with her continuous professional development. Shanika is interested in increasing her knowledge in the early years and has formed links with the local community coach childminder to learn new ideas and gain greater knowledge to improve her setting. Shanika demonstrates an understanding of the need to tailor her explorative play approach to what works for the children. Shanika attends local groups such as the local library and children's centre to enhance the children's opportunities to learn and play.

Quality of Education – Good ▾

Shanika's approach is to enable the children to have free choice in their play and encourage them in learning alongside each other. The setting has varied toys and resources that the children enjoy, with 'in the moment' learning and play allowing the children to engage in play experiences. Shanika talks about objects and toys and uses them as talking points. What is this vegetable, what colour can you see? - this could be extended with open ended questioning.

Talking moments and conversations are embedded in every part of the day, with new words and concepts being introduced, with daily experiences used to extend children's vocabulary. For example, on the day of the QA visit, Storytelling was a big feature in the day and the children loved the stories Shanika read, with one child remembering the story sequence and vocalising what was next in the story as Shanika said a well-known storyline of 'where's spot'? As the child said the next line correctly.

Shanika extends the children's learning by asking the children where they could hide. The storyline extended to the children hiding and one child bringing in mats to build a 'fort' to hide, whilst the youngest child was included and understood the concept of hiding by playing 'peek a boo' with their hands covering their face.

The children were excited in their play and linked the newly learnt word 'fort' with hiding.

Shanika provides play opportunities, linking real-life experiences as a natural learning opportunity. Planning is built around the children's interests, taking account of the children's ages and abilities and considering their next steps of learning. Parents get feedback daily in handovers. Shanika communicates with messages and pictures with parents who respond with positive feedback and comments on the care and education provided for their child. The partnership with parents is strong.

Personal Development and Independence– Good ▾

There are effective care practices in place that promote children's confidence, resilience and independence. Hygiene practices ensure that the personal needs of the children are met appropriately.

Shanika offers the children choices in their food options during meal times and teaches the children to become increasingly independent in managing their personal needs such as during hand washing routines. Throughout these routines, the children showed confidence in their personal needs, as an older child used the toilet and washed their hands independently without asking Shanika for assistance.

The baby youngest child was cooperative as Shanika calmly asked the baby if they needed their nappy changed. The baby crawled calmly onto the changing mat and laid down independently on their own for Shanika to change their nappy. The cooperation of the child showed a sense of attachment, trust and understanding of care needs being met.

Shanika preempted the youngest child's needs by asking them if they wanted to eat as they seemed tired. The youngest child reached out and again responded well to the caring approach from Shanika and understanding what routine is next. Shanika allowed the child to feed themselves so that they could select their food choice on the plate.

Behaviour and Wellbeing – Good ▾

Shanika uses effective and consistent co-regulation strategies, supporting the children to understand how to manage their own behaviours through modelling and effective language. This is achieved by offering regular, but appropriate reminders of positive behaviour, and helping the older child to understand that the younger child is trying to play when they take their toy away, helping children understand the consequences of their behaviours and to display kindness.

Shanika uses a calm and respectful approach at all times when engaging with children and models strategies and behaviours consistently. When the children do need reminders, Shanika gets down to the children's level, reiterates expectations, and reflects with them, using words such as let's use 'kind words' and 'tell me what's wrong' Shanika instils positive affirmations when the children play and achieve, A child said 'good job', praising Shanika as

she helped them build a tall tower. The older child is confident to talk about their feelings openly and have a two-way dialogue with Shanika calmly. Shanika used words such as we need sleep to be strong to help the older child understand the importance of rest and relaxation. To further enhance the children's well-being, and enable them to express their feelings, they could select a picture of their feeling and match it to a picture on a feeling board placed at the children's eye level.

Professionalism, Attitudes and Engagement – Good ▾

Shanika has a professional attitude to her business and is passionate about increasing the quality and learning in the early years of her setting. Shanika expressed the wish to have more space to expand and spread out the additional resources and toys she has.

Shanika has attended training and webinars with childcare.co.uk to support her in offering an enhanced learning environment for the children.

Shanika is part of the local childminder community coach groups and links and gains new ideas in supporting her to improve her business and setting. Shanika attends the local children's centre and play groups to support the children in accessing new settings and activities.

Shanika has a good relationship with the parents and communicates with them via messaging and in face to face interactions, and is committed to giving them child development information and is on hand to discuss any questions regarding their children.

Any Actions from the previous QA / compliance visit	Action met? Yes	Comment / Actions / Recommendations
Add a line in the safeguarding policy about communicating with parents through Whatsapp	Yes	Complete
Ensure risk assessments are detailed and up to date including risk assessments for outings	Yes	Complete

Any Required Actions from this visit?	Date of completion
Ensure Parents sign accident/incident forms on the day they happen, and then ongoing for records	28/02/2023
Whilst the DBS is still issued within the last three years, continue to liaise with Tiney on ensuring the DBS is on the update service (liaised with Rhiannon in November 2022)	28/02/2023

Recommendations for how the provider can enhance their provision / areas for continued professional development
Create a feelings board to support the children's wellbeing and identification of their feelings
Update tiney app with CPD webinar and training to reflect evidence of the hours of attendance
Use the tiney Quality Framework to self reflect on practice



Key features of tiney home nurseries:

- ✓ A home-from-home
- ✓ Small ratios and strong, loving relationships
- ✓ A highly personalised approach for each child
- ✓ Regular book club and community events
- ✓ Daily outdoor learning and home-cooked meals to keep children fit and healthy
- ✓ Humour, fun, songs and stories
- ✓ Child-led playful learning
- ✓ A learning environment set up to give children choice and build their independence
- ✓ Irresistible learning opportunities that develop a deep love of learning
- ✓ Rich conversation and exploration, which builds children's confidence and creativity
- ✓ Sensitive support for children's emotional development and a focus on building resilience

All of our tiney homes are different, but **all offer brilliant learning resources, creativity and the freedom to play and explore.** Our community love coming together to share ideas for their homes and the activities they do inside (and outside!) them — both by chatting on the app, and increasingly getting together in real life too.

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