



Quality Assurance Report **2022**

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	Mickeela Murray
Registration number	TY0521003
Address	E6 6WA
Date of visit	02/08/2022
Name of Quality Inspector	Oshra Murphy
Date of registration	03/05/2021
Number of children on roll	5
Number of children in attendance during visit	2
Registered assistants on site	Shiphrah Israel
Evidence of any previous actions being met	NA

Grading

Quality of education – [Good]

Mickeela knows her children well. She knows their likes and dislikes and plans activities that follow their interests. She provides children with an environment that encourages children to explore and learn. Mickeela has a good understanding of the importance of observation and assessment to plan for children's next steps and uses this well to identify and support children who might have extra needs.

Children who have extra needs are identified promptly and are supported. Mickeela works closely with the parents to support children learning and development both at home and at the setting. For example, she shares information and works with parents, suggesting strategies to support them.

Mickeela plans meaningful outings for the children in her care. They go to the library, parks and nature walks. This allows children to learn about the wider world and allows them to take measurable risks, such as climbing and running.

Mickeela support all children's development well. She speaks to them in a coherent way that, usually, enables them to understand and follow simple instructions. Both Mickeela and her assistant continually speak to children allowing them enough time to answer and respond.

Although children are given advance warning about the change in activities this is not always consistent and managed well. This can affect children, especially young children and those who need extra support.

Mickeela recognises the impact the pandemic and lock down might have had on some of the children attending her setting. For example she highlighted that some of the children were socially insecure and this has improved as they settled in.

Personal development – [good]

Children learn to be resilient. They do this while exploring their environment and through play. For example, children push a truck down a slope, They start slow and go faster as they get confident. They keep going even when they fall over. This is supported well by Mickeela and her assistant who praise them and support them.

Children's emotional well being is generally supported well. They receive warnings about change of routine and activities however at times they have to wait too long for this to happen. This can then cause some children to get upset.

Children benefit from a healthy diet which is provided to them by Mickeela. They have time to rest and relax.

Older children learn to manage their self care. They start asking to go to the toilet . They know that they need to wash and clean their hands before eating.

Children start showing interest in animal teeth. Mickeela notices this and plans to start talking and supporting them with oral hygiene taking advantage of their interest.

Behaviour and attitudes – [good]

Children learn to manage their own self care. Children who are still toilet training can successfully voice their needs to use the toilet and are supported well. They are taught to wash their hands after using the toilet and before eating.

Mickeela supports all children's development well. She speaks to them in a coherent way that, usually, enables them to understand and follow simple instructions.

Children show fascination in new experiences. They walk around and explore. For example, following children's interest in books, Mickeela takes them to the library where they show fascination and excitement, while picking up different books, finding the ones that interest them and sharing it with Mickeela and her assistant.

The relationships between Mickeela and the children are good. Children feel safe and secure to approach both Mickeela and her assistant for comfort, cuddles and voice their needs.

Mickeela works closely with parents to support their children's development. For instance, she carries out catch up meetings to discuss the progress of children who are behind in their speech development. They discuss strategies and plans to support them.

Leadership and management – [good]

Mickeela's policies and procedures are up to date. Mickeela understands her duty in ensuring her assistant receives appropriate support in her professional development. She uses the App for her own training and sources some training from outside providers she plans to participate in makaton training together with her assistant.

Mickeela and her assistant meet regularly to discuss the children's progress, how to support them further and to plan activities. Mickeela is aware of her responsibility to support her assistant's well being. This is also discussed in these meetings.

Mickeela ensures that each child is given equal recognition and she celebrates the different cultures in the setting. For example, she talks to children about their own holidays and celebrates different special days.

Mickeela has plans to improve her garden and maximise its potential to support children's learning and development. However, she also acknowledges that at the moment the garden is not safe for children and therefore has decided to deregister it until all work is completed.

Mickeela is passionate about the quality of care she is giving the children. She interacts well with the children in her care, their parents and her assistant. She is especially aware of the importance of having clear and concise communication with all parents.

Social and emotional well being – [good]

Children are supported to develop their resilience and emotional literacy. Mickeela speaks to the children in a calm and respectful way. There are good relationships between the children and Mickeela and her assistant.

Although there is a good routine in place, this is sometimes not consistent. For example , children wait for a prolonged time to transition between activities.

Children are free to explore the environment. They choose from different activities and resources available for them. This encourages them to be independent and lead their learning. They have plenty of time to explore and investigate uninterrupted.

Overall effectiveness – What is it like for a child here?

Children show that they feel safe and secure. They have good bonds with Mickeela and her assistant who are caring and attentive in their approach. They feel confident to approach them for cuddles and comfort.

Mickeela and her assistant know the children well. They know children's likes, dislikes and their interests. They assess their starting points and plan effectively for the next steps in their development. All children, including children who need extra support make good progress.

Children benefit from meaningful outings that are planned according to their interests and support their development and learning.

Children are continually spoken to in an age appropriate way which, generally, helps them understand what is going to happen.

Areas of strength

- Mickeela and her assistant know their children well
- Children benefit from a warm and home from home environment helping them to feel safe and secure.
- Children's needs are met
- Mickeela has a good understanding of the process of observation and assessments and its importance in planning to support children's learning.

Areas for further professional development

- Receive and source training and support of how to further support children with speech delay.- tinea to support further.
- Implement a routine that is concise and ensure transition between activities is not too long.

Safeguarding

- Both Mickeela and her assistant know their responsibility in ensuring children are kept safe from harm.
- They can recognise the signs of abuse and know what they need to do and who to call if they have a concern about a child or an adult.
- They have good knowledge of all aspects of safeguarding.

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
NA		

Actions	Recommendations	Date of completion
	Support children's transition through daily routine in a way that allows them to understand clearly what is happening now and what will happen next, so they do not have to wait too long between activities.	Ongoing
	Ensure the setting routine is followed and is clear and consistent,	Ongoing



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.

tiney