



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 | Michelle Annette Norman |
| Registration number | TY1221007 |
| Address | RH15 8UT |
| Date of visit | 13/12/2022 |
| Name of Quality Inspector | Oshra Murphy |
| Date of registration | 16/12/2021 |
| Number of children on roll | 5 Wrap Around & 7 Early Years Children |
| 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

Children are happy to attend Michelle's home setting. They explore the environment set for them confidently, selecting their own resources independently. Children form good relationships with Michelle, who is attentive and sensitive. They demonstrate that they feel safe and secure, as they approach her for comfort, help and cuddles.

All children, including the younger children learn to share and take turns. Michelle continuously explains and encourages children to share and take turns praising them when they do so. As a result, children's behaviour is good.

Children enjoy a variety of outings. They visit the library and join in with singing and rhymes. They go to the park daily where they can develop their physical skills while they jump, run and climb. Children's social development is supported as Michelle organises play dates with other local childminders.

Leadership and Management – Good ▾

Michelle has good awareness and understanding of her role in keeping children safe from harm. She has good knowledge of all aspect of safeguarding, including Prevent duty and FGM. She knows what to do and who to approach when she has a concern about a child or an adult, including allegations about herself.

Michelle shares her policies with the parents at the start of their child's attendance to her setting. She updates the policies and her setting risk assessments regularly.

Michelle works well in partnership with parents. She shares their children's learning and development and any events that she plans for.

Michelle is reflective of her practice. She plans to attend SEND training in the future and uses the training on the tiney app to support her practice. She plans to refresh her safeguarding training. She communicates well with the tiney community in her area and offers advice when needed. She regularly meets with other childminders both tiney and outside of tiney.

Quality of Education – Good ▾

Michelle's use of observation and assessment is effective. She uses these to identify children's next steps and plan activities to support these. Children engage well with activities and focus for a length of time.

In general, children make good progress in their learning and development. Michelle engages well with the children. She gives them options and encourages them to take part and try things for themselves. However at times, children's learning is not extended fully. Michelle does not always identify opportunities to extend and use questions that challenges children to think and explore further. For example, while washing the paint of the cars, Michelle comments on the water getting dirty but does not take advantage of the opportunity to explore with the children why this has happened.

Michelle constantly speaks to the children. Children are confident to communicate with each other and adults. She repeats their comments appropriately , using the correct pronunciation. She explains to children what they are going to do in the activity and models it herself. This helps children understand what is expected of them and support their learning and development , encouraging them to try things. This helps children to develop their communication and language skills and support them to become confident communicators.

Personal Development and Independence – Good ▾

Children develop their independence well. They start managing their own selfcare such as washing their hands and learning the importance of doing so. Children are not rushed and take their time, helping them develop their independence and confidence.

Michelle plans to introduce oral health from the new year as part of her next steps for the children. This will be done through inviting professionals to her setting and encouraging parents to support this at home.

Children are supported to keep trying even when they face challenges. Michelle provides encouragement when children struggle. For example, a young child tries to reach a toy he pushed to the edge of the chair, Michelle calms him down when he gets frustrated and encourages him to try again, when he succeeds he has a big smile on his face and Michelle cheers. This helps children to become resilient and confident in their ability to tackle challenges.

Children are able to take appropriate risks both indoors and outdoors when they go on outings and in the garden. They learn to climb on the chair and sit on the seat if they want to reach for something of interest on the table. Children climb, run and balance when they go to the park and are supported well in their physical development. They have access to different resources that support their fine motor skills development, such as playdough and painting with various resources.

Michelle celebrates different holidays and special days with the children, such as Christmas, Diwali and the Queen's jubilee. She plans to extend this further, asking parents to share their own traditions and practices with her and the children. For example she plans to have a cultural tasting event to introduce different food to children.

Behaviour and Wellbeing – Good ▾

Children behave well. They benefit from a good and consistent routine. Michelle adapts this to children's individual needs, depending on the ages of the children. Children listen and follow simple instructions. Michelle explains to children what is happening now and what is going to happen next. For instance, children understand that they need to tidy up the toys before they wash their hands for lunch.

Children as young as two years old are supported to share and take turns. This minimises conflicts. When conflicts do happen, Michelle allows children time to resolve this themselves and steps in only when they need support. She uses age appropriate strategies to support children behaviour, such as the use of timers to help children understand and share. This helps children to start learning how to regulate their emotions.

Michelle knows her children well. She finds out about children's likes, dislikes and interests

from their parents. She understands that each child comes from a different background and makes sure she knows and understands about children's traditions and customs. These are respected. For instance Michelle plans to ask parents to share their traditional French food with her and the children. Michelle supports the parents throughout their settling in and transition to her setting. She ensures parents feel confident that their children are happy and looked after. She does this through verbal communication, sending photos and sharing observations. She knows where to sign post parents should they need extra support. For example, speech and language services.

Professionalism, Attitudes and Engagement– Good ▾

Partnerships with parents are good. Michelle creates relationships that are based on mutual respect. She listens to parents' views and requests and provides them with support when needed. She shares information about their child's learning and development. However this could be improved to encourage parents to work together with her to support and extend their children's learning further at home.

Michelle uses the tiney App as well as she can. She uploads all the children's details and information, including contracts and permissions from parents.

Michelle is aware of the importance of keeping her knowledge and understanding of childcare practice up to date. Overall, Michelle is a reflective practitioner who can generally identify areas of practice to improve on. However she can further strengthen this by using the tiney Quality Framework to support her further in identifying and reflecting on her practice strengths and weaknesses. She uses the training available on the tiney app and the childcare.co.uk to further improve her practice. She plans to enrol in a course to support her knowledge and understanding of supporting children with SEND.

| Any Actions from the previous QA / compliance visit | Action met? Yes / No | Comment / Actions / Recommendations |
|---|----------------------|-------------------------------------|
| | | |

| Any Required Actions from this visit? | Date of completion |
|---------------------------------------|--------------------|
|---------------------------------------|--------------------|

| | |
|--|--|
| | |
| | |
| | |

Recommendations for how the provider can enhance their provision / areas for continued professional development

Use the tiny framework to reflect and assess own practice

Improve working in partnership with parents even further in order to support and extend their children learning and development at home

Support children learning by identifying opportunities and using effective questioning to extend children learning even further.



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