



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	Nuzhat Raza
Registration number	TY0321008
Address	SL2 5LG
Date of visit	14/09/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	15/03/2022
Number of children on roll	5
Number of children in attendance during visit	3
Registered assistants on site	1
Evidence of any previous actions being met	Yes
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

Nuzhat adapts the environment to support the children's individual needs, and also adapts her teaching approach to the children's age and stage of development. The children are confident in their relationships with Nuzhat and each other. She joins in with the children's play, focusing on opportunities to develop their learning.

The children are engaged in their play experiences, and enjoy a range of activities including circle time, free play, and experiences/provocation that have been set up around the children's interests.

The children have free access to resources, which also include a variety of books to support their literacy. The children are happy and learn independently both inside and outside.

Leadership and management – Good

Nuzhat is aware of her safeguarding responsibilities and understands all referral processes. Nuzhat is keen to further improve her knowledge of safeguarding by attending further safeguarding training. Nuzhat's setting is safe and has a risk assessment outlining this. Policies are updated, however, would be more effective if tailored directly to the setting.

Nuzhat has engaged well with the training offered and has increased her continuous professional development to boost her knowledge of how best to improve her setting by increasing her knowledge and skills in the early years. Nuzhat is keen to develop her setting and enhance the children's experiences, by further engaging with training, and CPD.

Nuzhat has an assistant who is up to date on their knowledge of policies and has an up to date knowledge of safeguarding and referral procedures.

Partnerships with parents are good, with evidence of two-way conversations. Nuzhat provides photos and updates about the children's day; this was observed during a parent handover, and the parent was happy to hear feedback from their child's day.

Quality of education – Good

Nuzhat creates a range of activities to capture the interests of the children, and provides opportunities to encourage and support children to extend their vocabulary. The activity observed on the visit extends the children's learning, enabling exploration in their play.

Nuzhat involves children in decision making for food choices, discussing the importance of healthy choices. The children's play extends into the garden with the introduction of mathematical concepts. Nuzhat demonstrates her skills in following the children's interests. Children's fine motor skills are encouraged, through mark-making activities, whilst Nuzhat also supports the children's recognition of letters in their names.

Nuzhat leads circle time that incorporates the children to self-registration. Nuzhat used circle time to increase the children's independence, supporting all the children to access the activity. The children were asked to find their names and self-register. Younger children are able to make marks to register their name. This could be further enhanced with visual aids to support the younger children. Nuzhat challenged the children to talk about the past, present and the future, supporting the concept of sequences with singing and rhymes.

Mathematical concepts were discussed when building towers, with shapes, numbers, and counting naturally following into play as the children watch the tower fall. The children are confident and have personal named trays to store their paintings and creative work.

Personal development – Good

Nuzhat has embedded good hygiene practices within her setting. The children enjoy lining up to wash their hands and sing the 'washing hands' song that encourages this routine. Even the youngest of children are aware of 'germs' and want to clean their hands, as this has clearly been discussed with the children regularly.

The children show independence by selecting their food from their lunch boxes with support from Nuzhat when needed. Mealtimes are relaxed, and a time for the children to talk about healthy eating. The sharing of fruit gave an opportunity for caring and sharing.

Nuzhat listens to the children's needs and requests to ensure she provides the best opportunities for them. Care routines are carried out with sensitivity. Nuzhat is nurturing and attentive to each child, knowing their likes and dislikes and offering appropriate support.

Nuzhat has created a loving environment for the children and has made them feel comfortable calling her 'Auntie', which Nuzhat explains is the child's cultural tradition and a term of respect. Nuzhat has plan to further embed diversity, as children in the setting have a variety of different cultural backgrounds, and Nuzhat wants to celebrate this by asking families to provide a food dish from their culture to share within the setting. This is sharing children's heritage and traditions and helping the children learn about each other and people from around the world.

Behaviour and attitudes – Good

The children are confident, curious learners. Nuzhat talks calmly and supportively to the children, helping them to understand and learn boundaries. Nuzhat reminded the older children to be aware of loud voices so as not to confuse or scare the younger children. The children listened and behaved well throughout the visit.

Nuzhat's respectful attitude has transferred to the children in a positive way. Good examples and positive phrases such as 'I will do my best' shows the children that their effort is valued.

The children's feelings are supported and it is acknowledged that it is ok to feel unsure and uncertain, such as when one child is unsure about a worm, and Nuzhat and the other children support the child. Children are given choices, such as having the opportunity to choose what footwear to use when going into the garden.

Nuzhat has a good relationship with the parents and communicates well, exchanging information about the care and learning of their children. A parent commented that they would often bring their child to the setting when not working, as the child enjoys being there so much.

Social and emotional well being – Good

Nuzhat has created an environment that supports the children to learn and develop
Nuzhat embeds herself into the children's play, and enjoy playing in activities and games with them.

Nuzhat is calm and relaxed in her approach, supporting the children throughout the day with considered routines. On the day of the visit, the children were engrossed in playing with a wooden house, placing the furniture and finding worms in the garden. Nuzhat acknowledged that lunch would be a little later to enable the child to bring their play to an uninterrupted end.

Nuzhat has good communication with her assistant, updating and informing them of the plans in the setting. Nuzhat is caring to her assistant and understands the importance of them having breaks to enable them to be a positive contribution to the setting.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
All Previous actions in place		
Update insurance for car to sort out the insurance on the car to include all drivers, not just policyholder for business purposes by March 22	No	See below

Any Required Actions from this visit?	Date of completion
Nuzhat to provide tiney with a copy of the car business insurance, and the car must not to used to transport the children until this is in place.	31/10/2022
Put children's Files in a lockable filing box	31/10/2022
Print and file a Medicine form in preparation for future use	31/10/2022
Ensure all dates, and children's first and last names, are included in completed accident forms	31/10/2022
Ensure all consent for trips has been received from parents, via the tiney app	31/10/2022

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

Request Parents to provide keywords in children's home language to further support the children.

Introduce self-service for the children in setting and clearing away the table, selecting lunch boxes and supporting children to be a 'helper'



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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