



# Quality Assurance Report **2022**

In accordance with EYFS Statutory Framework,  
Safeguarding and Welfare requirements



## **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!

<b>Name</b>	Laura Smith
<b>Registration number</b>	TY0521002
<b>Address</b>	RG40 1XF
<b>Date of visit</b>	18/07/2022
<b>Name of Quality Inspector</b>	Marc James, with Ruth Antoniadis shadowing
<b>Date of registration</b>	18/07/2022
<b>Number of children on roll</b>	4
<b>Number of children in attendance during visit</b>	1
<b>Registered assistants on site</b>	No assistants registered
<b>Evidence of any previous actions being met</b>	N/A

## Grading

### Quality of education – [ Outstanding ]

The curriculum, planning and teaching are exemplary in engaging children in their learning, with all learning deeply rooted in, and extending from, children's interests. This is noted right from the beginning of the visit whilst Laura is showing the consultants around the setting: when a child becomes curious about the teeth brushing provocation; Laura responds to this curiosity, gets down on the floor with the child, and engages in discussion, building from the child's curiosity. The planning ethos focuses first on getting to know the children and their interests, and then building these themes into activities and experiences that also link with what is going on in the world, such as festivals / introducing themes around topics such as sustainability. Laura is confident to adapt and change the planning depending on how the children engage. All areas of the EYFS weaved into the learning and environment.

Discussion and questions promote sustained shared thinking, with interactions arising from the moment, and from the children's own thoughts and comments. This means that learning remains in the context of the child, with learning concepts and extensions weaved into these interactions, helping to effectively build sufficient knowledge and skills for future

learning.

The impact of the curriculum on what children know, can remember, and do, is highly effective. This is evident from observation, with the environment and provocations set out to extend children's knowledge and build on what they already know, with Laura able to articulate the reasons why she has planned activities. The child's interests are also weaved into the provision with a consideration of possible learning outcomes. Laura also remains focused on how the child interacts, and builds and extends from this, naturally following the child's lead when they interact.

Laura is a very reflective practitioner, and by observing the children's interactions within the setting, she has continuously made changes to how education is delivered; for example, the setting has a specifically set up playroom, but Laura has observed that the children prefer to play in the more homely spaces. Laura has therefore changed the education delivery, and ensured the whole of the downstairs area is safe for children, to enable children choice in where they would like to learn. The childminder consistently creates experiences and opportunities that provide awe and wonder, curiosity and exploration, and the provision is inspiring with children showing excellent progress in their development.

Children with SEND achieve the best possible outcomes, with Laura engaging with the support available from tinea, and working with the families to extend the child's support into the home, signposting the families to support services.

### Personal development – [ Outstanding ]

Opportunities for all children to share thoughts about themselves and their own lives are built into the day, with children able to bring in an item from home to share with their peers. Day to day learning and interactions encourage personal development; this includes activities to promote oral health, as well as allowing children the time they need to be independent, going at the children's pace, rather than at that of the adults. This is evident when children are transitioning to the garden, with reminders about putting on their shoes, and patience to allow the child the time they need. Laura is able to talk about all the things that she does to support children in their understanding of turn taking, sharing, and working collaboratively with their peers, trying a few different strategies until she finds the one that works for each child. Laura talks about the changes she has made to lunch time to support the children in accessing the lunch table, also working with the parents to support their mealtime at home.

Laura uses comments such as "shall I show you" to demonstrate how things work, before allowing the child the chance to try themselves, encouraging the child to keep on trying. Independence is fostered with questions and reminders such as "do you remember what we do when we go on the trampoline" and through open questions such as "what do you think might happen if...?" and "what could we do?".

Children take a lead in their own self care, such as when they access tissues themselves,

knowing where to find them, and where to dispose of them, doing so independently; hand washing is then encouraged. Later on, with the child engaged in play, Laura brings the tissue to the child, so as not to interrupt the play, and asks him to do this independently.

### **Behaviour and attitudes – [ Outstanding ]**

Laura demonstrates a deep respect for the children in her care, with a kind, calm and nurturing approach. The child present during the QA visit is at a very curious stage of learning, with constant questioning, Laura remains fully engaged with the child's curiosity, and listens and answers with the same enthusiasm to every comment and question.

The environment is constantly changing and adapting to meet the needs of the children, to respond to the children's interest. Displays are focused solely on the children's experiences and displaying the children's work, with children having the option to take their creations home, display them in the setting, or to add them to their scrapbook. Spaces are well thought out, to avoid over sensory stimulus. All resources within the room are down at the children's level, and within reach to encourage free choice.

Relationships among children, parents and practitioners reflect a positive and respectful culture. Children feel safe and secure. The childminder is able to clearly explain the importance of co-regulation, and this is embedded into the setting. This is evident when one of the children is overwhelmed and would like some quiet time, with the child asking to access the playroom. Laura asks if he would like company, respecting that he would like some time to himself. Laura values this view, and shows her knowledge of the child and his needs.

### **Leadership and management – [ Outstanding ]**

Laura is able to articulate changes to the planning, teaching and settings approach, according to the children's needs. The childminder is aware of their statutory responsibilities and have regard to the Equalities Act 2010 and Prevent Duty and the safeguarding and welfare requirements of the EYFS.

Policies and procedures are clear, up to date, robust and embedded throughout the setting. Laura is able to demonstrate how her setting provides quality accessible provision to children with additional needs. Partnerships with parents is clear, transparent and effective.

Laura reflects on her experiences and talks about the changes she has made, and how she wants to improve, proactively seeking opportunities to learn and improve. The childminder demonstrates passion, commitment and professionalism in their day to day interactions.

### **Social and emotional well being – [ Outstanding ]**

The childminder provides a secure and welcoming environment that helps children to form attachments and make friendships. Settling in procedures are effective and support children and children form exceptionally strong attachments to the childminder. Prior to the children starting in the setting, Laura has a phone conversation with the parent to get to know the child, and find out their interests so that she is able to set up the environment in preparation for the child's first visit. Children's interests are noted throughout the setting, with evidence of where the children's interests have been incorporated into the continuous provision, to support the children in their belonging. Laura's ethos is very much to "go by how the child is", with more settling in sessions provided if necessary.

Laura scaffolds children's social and emotional wellbeing, and is able to demonstrate how she has worked with children and families to build their confidence. For example, when one of the children was nervous to access the park, Laura started by introducing them to the smaller younger area within the park, commenting on what was happening elsewhere with other children, encouraging the child to explore in a non-pressured way, slowly stretching the child until they felt more comfortable to separate from Laura, and engage with other children.

The setting has a strong ethos and set of shared values that are embedded, and Laura's approach promotes this sense of safety and nurture. Children show delight in meeting their achievements and are willing to keep on trying and have a go.

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

- The provision is outstanding in all areas, and children thrive in this high quality environment.
- High quality practice is embedded, and the childminder is continuously reflecting on how to improve.

#### **Areas of strength**

- The setting delivers a particularly effective curriculum that supports children's development, and helps them to make progress.
- The childminders approach is exemplary in providing a nurturing, warm and calm environment.
- Children are clearly respected, and their views, thoughts and opinions are valued.

## Areas for further professional development

- Lunch time could be further enhanced by Laura eating with the children, to model mealtimes.

## Safeguarding

- Laura understands her role as designated safeguarding lead, and all requirements of her as set out in the Statutory framework for the early years foundation stage (2021)
- Laura demonstrates an understanding of prevent duty, as well as other key questions relating to her role within child protection and safeguarding.
- Laura understands all referral procedures to LADO and MASH.
- All areas of Laura's home have been thoroughly risk assessed.

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

Actions	Recommendations	Date of completion
No actions	Laura has extensive logs of her continuous professional development, but these need to be added to the app.	31st August 2022
No actions	Laura is doing many wonderful things with her children, and offering fantastic learning experiences. Laura just needs to develop her confidence in all that she is doing in her outstanding setting. Laura's knowledge could benefit other childminders and the community would benefit from Laura sharing her good practice with them.	To be embedded over the next year
No actions	Meal time could be further enhanced by Laura eating with the children, to model mealtimes.	To be embedded over the next few months.





## 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