



Quality Assurance Report **2021**

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. This is the second visit in the first year and the childminder will have already had a compliance visit to ensure they are meeting the Safeguarding and Welfare requirements of the EYFS.

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	Rebecca Butcher
Registration number	TY400001
Address	London TW2 7QR
Date of visit	4th August 2021
Name of Quality Inspector	Cheryl Bedding/Sarah Read
Date of registration	20/2/20
Number of children on roll	1
Number of children in attendance during visit	2 (including Rebecca's daughter)
Registered assistants on site	0
Evidence of any previous actions being met	Yes

Grading

Quality of education – [Insert grading]

The quality of education is good. Children are given the opportunity to engage with and explore a range of resources and experiences. The environment offers a calm space, welcoming and rich in interactions and engagement that demonstrate a positive connection and support and guidance in all areas of learning and development. Children are actively encouraged to explore, self discover and choose the direction of their own learning, embedding their interests in line with the notion of in the moment planning. Through commentary from Rebecca, the children's speech and language is extended and keeps them engaged and motivated.

Mathematical learning is strong, the children are encouraged to count, correspond, recognise shape. Positional language is frequently used. Books are an integral part of the setting - children engage with books and audio books. Children are encouraged to retell parts of the story and Rebecca asks appropriate questions about the story to extend children's learning. Activities are not rushed, children are given time and space to explore.

Personal development – Good

Personal development is good. There is a clear daily routine which is flexible and adaptable to meet the changing needs and interests of the children. Snack and lunch time were observed and these were a calm and relaxed time, with a story being read to the children during lunch to enhance the positive experience. At one point a child became fidgety and did keep getting up from their seat, Rebecca recognised this as a potential sensory issue and invited the child to complete 5 star jumps to help her fidgety body. This had a positive impact. Hygiene practices are effective with regular hand washing in place. The children ask for help when needed and independence is supported positively, including enabling personal decision making on how they want to be treated when they hurt themselves.

Behaviour and attitudes – Good

Behaviour and attitudes are good. Rebecca offers warm, responsive relationships where children feel respected, comforted and supported in times of stress and confident that they are cared for at all times. Children feel safe and secure because Rebecca knows the children well and understands their needs.

The children behave well and Rebecca supervises them closely at the moment to ensure that they are playing well together, encouraging a positive relationship between them. The children are encouraged to tidy up after activities and self regulation is supported through effective co-regulation by modelling and discussing strategies together that children could use on other occasions.

Leadership and management – Good

Leadership and management is good. Rebecca is a naturally reflective educator and has clearly been able to use what she has learnt to enhance her setting. Policies and procedures are up to date and clearly embedded within practice and there is clear and obvious passion and commitment to the role through continued training, reflection and a strong desire to take on board and act on feedback given. Strong relationships have been built with parents and communication is effective verbally and written.

Social and emotional well being – [Insert grading]

Social and emotional well being is good. All children are confident and happy during their time in the setting and form exceptionally strong attachments to Rebecca. The children are given choice and autonomy over the direction of their learning. The children are encouraged to work together to support a trusting relationship. There is a clear and consistent routine, but one that is flexible to meet the needs of the children. Rebecca provides uninterrupted time for play -following their time frame and following where they want to take the activity. The stories read were related to behaviour, our wellbeing and how to deal with strong emotions

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

Rebecca provides a warm and welcoming space that offers a calm, friendly, light space for the children in her care. Rebecca has a good awareness of the needs, interests and abilities of the children and is able to support learning and development effectively across all areas. Rebecca follows the children's lead and offers a range of good quality experiences through a good blend of adult led and child led activities. The children are kept safe emotionally and physically and through positive praise and encouragement are able to express themselves and try new things.

Areas of strength

- Strong, safe, emotionally secure relationships clearly formed
- Warm/welcoming space
- Effective use of commentary during play, supporting communication and language
- A form of in the moment planning is used which supports flexibility, choice and the ability to extend and follow the children's lead clearly demonstrated - planned activities and extensions clearly demonstrated
- Rebecca creates a sense of awe and wonder in her activities

Areas for further professional development

- Further develop the assessment and tracking process as discussed on the visit today, including dating tracking systems in order to get a better sense of progress
- Develop your understanding and use of open ended questions -ask more how, why, I wonder what would happen if questions to support children's deeper thinking.
- Develop a process to support home learning and a clearer connection between what's taking place in your setting and how parents can continue this learning at home
- Provide children with a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own

Safeguarding

- No safeguarding concerns.
- Policies are up to date and reviewed annually. Children are kept safe within the setting through effective supervision and risk management and there is clear communication to support the children in understanding their own personal safety, for example when blowing out the candles on the 'cakes'

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Visitors book to be put in place	Y	
Register with the ICO	N	Please register with the ICO with immediate effect
Written risk assessments to be put in place when bigger outings take place	NA	No bigger outings as yet - furthest is the one o clock club and local parks
Ensure records of pre-existing injuries are kept	Y	Accident records completed

--	--	--

Actions	Recommendations	Date of completion
<p>Ensure registration with ICO</p> <p>Develop resources and experiences within the setting to enhance children's understanding of diversity</p> <p>Amend assessment tracking documentation to make the process clearer</p>	<p>Keep a record of all CPD, including reading and research outside of time - use this as a basis for your self evaluation processes - think about what you will implement as a result of this CPD/reading and what the impact has been on the children/setting as a result</p> <p>Amend assessment documentation to include a section for parents to comment and give feedback</p>	



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