



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	Alfonso Goday Lucas and Catherine Southard
Registration number	TY1021007 & TY0522011
Address	SE24 9BA
Date of visit	08/12/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	13/10/2021 and 20/05/2022
Number of children on roll	8
Number of children in attendance during visit	4
Registered assistants on site	N/A
Evidence of any previous actions being met	N/A
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

The setting has achieved an overall grading of 'Good' with some outstanding features.

Alfonso and Catherine work effectively in partnership together to provide high quality early education, teaching and learning within their setting. Both have a passion and drive that supports the children's next stages of development in a caring, safe and free-play environment. The children enjoy a natural, calm, inviting home where they explore and enjoy their environment both indoors and outdoors.

The children have access to a wide range of toys, resources and experiences that stimulate their curiosity and encourage them to learn and develop. The children are developing their confidence as individuals and are curious explorers as they play.

The experiences the children receive in the outdoors are particularly strong, as the children have a vast opportunity to roam, run, and tumble outdoors in the natural elements. The children are confident to explore and take risks with the comfort of knowing Catherine and Alfonso are nearby, encouraging their independence and exploration.

Leadership and Management – Good

Alfonso and Catherine have a sound understanding of their roles as Designated Safeguarding leads and the expectations of them as set out in the Statutory Framework for the Early Years Foundation Stage (2021) including a secure understanding of the safeguarding and welfare requirements within the EYFS. Catherine and Alfonso both have a comprehensive understanding of child protection procedures in their setting. They are clear in their understanding of referral procedures to LADO and MASH. They also have a clear understanding of the key actions to follow under Prevent Duty.

All policies are up to date and are reviewed regularly and are shared with parents. The current behaviour management policy needs to be replaced with the new policy to ensure the latest information is followed and shared with the parents. There is evidence of signed accident and incident forms in place and these are stored confidentially online. Risk Assessments are in place and all areas of the home have been thoroughly risk assessed.

Catherine is currently training in the Forest School approach and aims to include elements of her learnt knowledge and training within the setting once qualified. Catherine has attended the online webinars via the tiney App. Catherine and Alfonso plan to increase their CPD further, they are reflective and plan to improve and change the setting, informing the families who attend, how they plan to support the children further. Alfonso and Catherine have good partnerships with parents, schools, and other professionals in the nearby childcare settings. They are active in using the tiney app and engaging with tiney.

Quality of Education – Outstanding

Alfonso and Catherine's approach nurtures the children's individual learning styles, enabling the children and providing an outstanding quality of education. The children learn independently and together through good quality and varied experiences and play both in and outside of the setting. Learning is led by the children. The toys, resources, books and activities are naturally educational and interesting for the children as they learn through exploration and play.

The childminders create an environment where the children develop self-care skills and independence such as getting ready for their outing by finding their shoes and coats, to go outside. The children's learning is enhanced by cooking and baking cakes the day before and then extending the children's learning and interests by making play dough the following day. Children are given a variety of tools, including weighing scales and various-sized utensils allowing the children to make choices and learn through the tactile experience.

Alfonso and Catherine engage with the children in meaningful ways, whilst also allowing them to explore their environment and activities independently. This was observed during the visit with a trip to the local park where the children had the opportunity to engage in

risky play - being physically active by running, jumping and balancing on tree trunks, finding worms and puddles in the holes under trees. Catherine and Alfonso used to dialogue with the children to talk about their environment.

Catherine and Alfonso use opportunities to educate and develop the children throughout the day. Learning experiences were incorporated throughout their daily routine and the children's learning was enabled through purposeful play. The children in the setting are confident learners who have a go at every experience, playing alongside each other and seeking Alfonso and Catherine's support if needed.

Personal Development and Independence – Good

The environment provided in the setting enables the children to develop independence and confidence. Alfonso and Catherine incorporate time to establish what's next within the children's routines, for example letting them know it's nearly time to get ready to go out. The children have learnt the routine of preparing for outings; selecting and trying to get into their buggy of choice or recognising where they usually sit.

Children are encouraged to make choices. For example they can pick the bib they want to put on and select a chair they want to sit on. Meal times are calm and the children enjoy the relaxed pace. Independence could be enhanced further at meal times if the children are able to select their own cutlery.

The resources, attitudes and practices reflect a range of cultures from around the world. The children have dual heritage and are learning keywords in other languages. Alfonso is settling a child and spoke in Spanish to support and calm the child with keywords at meal, nappy change and play times so the child felt included and more settled.

Songs were sung from a variety of countries and cultures and the children were learning the words to the songs followed by the story shared with them that was featured in the book. This supported the children in developing their sense of identity and belonging.

Alfonso and Catherine operate the key person process by caring and attending to the care needs of their key children throughout the day, giving the children individual and consistent input during their day within the setting.

Behaviour and Wellbeing – Outstanding

Alfonso and Catherine provide a secure and welcoming environment that is outstanding in helping the children to form attachments and develop friendships. The children are able to play and learn independently as well as have close attachments to Alfonso and Catherine who know the children's individual needs, likes and dislikes. Routines are supportive and adapted to suit the needs of each child.

The children are able to express 'big feelings' and Catherine is nurturing in acknowledging the child through gentle affirmative responses such as 'I hear you'. The children are learning to self-regulate their feelings and express their feelings, supported by Catherine and Alfonso. The children understand that it is ok to feel all their different emotions. This could be further supported with emotional face photos for the children to look at and begin to identify with.

Alfonso and Catherine have a good understanding of behaviour management and the children trust them and feel safe within the setting. Catherine and Alfonso adapt the children's environment, ensuring meeting the children's needs as a priority. The children are listened to and supported when they are experiencing big emotions and they are encouraged to join in when ready to.

Professionalism, Attitudes and Engagement– Good

Alfonso and Catherine are very knowledgeable in their education of young children. They are qualified Teachers and have worked in daycare settings and schools. Alfonso and Catherine are passionate about creating a high-quality learning experience for the children. Catherine is currently completing Forest School training which ends in the next few months. Catherine plans to incorporate elements of Forest School knowledge into the setting and aims to further enhance the children's experiences outdoors.

Alfonso and Catherine plan to increase their knowledge in the early years of development through the tiney app. Alfonso aims to increase his CPD and webinar attendance to 15 hours.

Good links with the local nursery are in place and other childcare practitioners where ideas are exchanged.

Positive relationships are formed with parents and the childminders regularly communicate through WhatsApp and the tiney app messages.

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

Any Required Actions from this visit?	Date of completion
Download the latest version of the Behaviour Management Policy from tiney	31/12/2022
Display Registration Certificates	31/12/2022
Alfonso to liaise with tiney regarding the latest DBS certificate on record	31/12/2022
Alfonso to increase his CPD via the tiney app to 15 hours	31/01/2023

Recommendations for how the provider can enhance their provision / areas for continued professional development
Enhance meal times with offering the children individual choice with flannels, cutlery and plate selection
Create a 3 weekly rotated menu to share with the parents
Support the children and agree with the parents 'next steps for the children to further enhance their development
Consider emotion pictures/ photos for the children to self identify with their emotions.



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