



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	Maria Shadrake
Registration number	TY0921005
Address	KT20 5HE
Date of visit	08/09/2022
Name of Quality Inspector	Ruth Antoniadis
Date of registration	06/09/2021
Number of children on roll	10
Number of children in attendance during visit	3
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

Maria provides a warm and welcoming home, with generous space for the children to play, both in the indoor and outdoor environments. Throughout the visit it was evident that the children and the childminder have formed exceptionally strong attachments to each other, and this was witnessed during the learning walks and thorough discussions taking place throughout the day.

Children's learning is encouraged within this nurturing and welcoming setting, and daily routines involve a blend of child led and adult initiated activities, in both the indoor and outdoor environments.

Maria has a good understanding of her statutory responsibilities and has regards to the Equalities Act 2010, Prevent Duty and the safeguarding and welfare requirements of the EYFS 2021.

Leadership and management – [Good]

Maria demonstrates passion, commitment and professionalism in her day to day interactions in and out of the provision. She is committed to staying up to date with their own continual professional development and makes use of the highly effective professional development programme provided by tiney.

All policies and procedures are in place. They are clear, up to date, and embedded throughout the setting. Maria has a good understanding of her role as designated safeguarding lead, and all requirements as set out in the Statutory framework for the Early Years Foundation Stage (2021). She is also aware of her statutory responsibilities and has regard to the Equalities Act 2010 and Prevent Duty.

Areas of the home are risk assessed appropriately; this could be further enhanced by documenting any additional concerns or considerations, to support Maria in to minimise any risks that may occur.

Quality of education – [Good]

During this quality assurance visit Maria carried out a variety of activities, which covered all seven areas of learning and development. The current theme is “The Hungry Caterpillar”. Some activities observed during the visit included; cutting fruit, drawing, making caterpillars and butterflies using playdough, reading “The Crunching Munching Caterpillar” and “The Hungry Caterpillar”, painting, singing, dancing, construction with materials, and role play. During the visit Maria linked core areas of learning into all activities, such as introducing mathematical concepts during cooking, reading and singing activities. Throughout the learning walk, the childminder explained how the activities supported individual children’s learning and development and had a clear understanding that the three prime areas are essential for children’s development.

Maria understands the importance of adapting the setting to support children's individual needs and she has made appropriate adjustments to support all children and understands the value of working in partnership with parents. Maria is also currently working with all children to support and encourage sharing, based on feedback from parents.

It is evident the daily routine involves a blend of differentiated child led and adult initiated activities. Children are offered a range of experiences that enable understanding and involvement in their community. This includes visiting soft play, parks, libraries and walks in the community.

Both the indoor and large outdoor spaces are well equipped with a variety of high quality materials - the majority of which are accessible to the children to encourage free choice and to support exploration and discovery.

Personal development – [Good]

The curriculum and the provider's effective care practices promote and support children's emotional security and development. Maria's effective care practices also promote children's resilience, independence and confidence, by regularly praising them for their efforts and achievements. It is evident children are gaining a good understanding of what makes them, and others' unique.

Maria encourages a social and relaxed experience around meal times and understands the benefits of sitting and eating with the children, as this allows for naturally occurring learning opportunities. She promotes independences by allowing children to choose their food and serve themselves. Maria offers a range of hot and cold lunches each week, and provides a healthy diet which was evident from the lunch on the day and through discussion.

The hygiene practices observed, include resources available to promote oral hygiene, ensuring that the personal needs of children of all ages are met appropriately. Maria teaches children to become increasingly independent in managing their personal needs throughout the visit.

Behaviour and attitudes – [Good]

Relationships among children, parents and staff reflect a positive and respectful culture. Maria explains how she works together with the child and family to help them understand the process of separation and how to deal with conflict resolution. This was evident during the feedback given to parents at collection. Maria also explains how she regularly reflects and adapts strategies to support the children.

It is evident that the children felt safe and secure within the setting, demonstrating exemplary friendships and behaviour. Children's behaviour is supported using a caring approach, and the childminder always ensures she gets down to the children's level when talking to them.

There was a steady pace throughout the visit and Maria consistently prepared children for transitions, by telling them what is coming next "after this we are going to wash our hands, ready for lunch" "5 minutes before sleep time" and encourages the children to join her in counting down to events.

Social and emotional well being – [Good]

Maria provides a secure and welcoming environment that helps children to form attachments and make friendships. She describes how different relationships were formed and nurtured between the children in the setting. Throughout the visit it was evident that the children had formed exceptionally strong attachments to each other and this was witnessed during the learning walks and through discussions.

The environment supports children to make choices, plan and become autonomous learners. This is demonstrated daily by giving children options of what they would like for lunch, if they want to take home things they have made, as well as the opportunity to play freely. Maria sets clear boundaries with explanations, for example “please put the playdough back on to the table, because i do not want it to get onto the rug”.

Maria understands the importance of working in partnership with parents to support children's learning. She communicates with parents throughout the day and uses the app to provide a range of information to evidence sleep time, meals and all of the learning that takes place.

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
N/A	N/A

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

Encourage children to use their imagination by asking more open-ended dialogue, for example “Tell me about your drawing” rather than “Is that mummy?”

Attach labels with words and pictures to all boxes children access, to encourage free choice and support exploration and discovery

Document reflection notes on practice to further enhance continuous professional development and to further enhance the quality of learning

Document and update risk assessments for the setting and outings, adding any additional concerns to minimise risks



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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