



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!

Name	Lynne Collins
Registration number	TY1021014
Address	IG6 3SY
Date of visit	12/10/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	25/10/2022
Number of children on roll	1
Number of children in attendance during visit	1
Registered assistants on site	2
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'. Lynne and her assistants plan and provide a learning environment where activities and experiences are well-planned indoors and outdoors.

The resources are varied and represent the 7 areas of learning from the EYFS. Observations of the children's interests enable appropriate play and experiences to be provided for the children.

The outdoor environment enables exploration as well as challenging opportunities for the children to access. Lynne and her assistant, Lauren, provide caring and professional attitudes to the children and the environment.

Leadership and Management – Good

Lynne understands her role in safeguarding and all the requirements set out in the Statutory Early Years Framework. The setting's practice is in line with all areas of the safeguarding and welfare requirements of the EYFS. A visitors log is in place, and incident/ accident forms are filed and signed.

Lynne and her assistant understand all referral procedures to LADO and MASH as well as their responsibilities with 'Prevent Duty'. Lynne is able to answer other key questions relating to her own and her assistant's roles within child protection and safeguarding.

Lynne is clear on the support she provides for her assistant and the guidance she provides for them to be able to fulfil their responsibilities. A good flow of information and communication is in place between Lynne and her assistants with training updated and in place to support their knowledge.

Parents are kept informed of their child's day via messages, daily sheets and information sheets informing the parents of the need for extra care supplies for their child in advance.

All policies are updated and shared with parents. Risk assessments are in place. Lynne needs to add the dates to the creation of the assessments, to evidence that reviews are in place.

Lynne has created a Food Allergy Alert form to protect children with food allergies further. This is shared with parents, to support her and the assistant in ensuring the child's needs are met at meal times.

Quality of Education – Good

Lynne's setting is based around learning through play, with activities and experiences to enhance each child's development. Toys are replenished and rotated as the children's needs, development and interests change.

There is a 'growing area' as well as mud kitchens to spark children's interest. Lots of opportunities for dialogue are effectively weaved into the day. Mark-making areas are set up with a variety of resources, to allow each child to choose their own method/resource to make marks and create pictures on a giant easel. There are opportunities for children to take risks in their play and further develop their next steps in learning with swings, slides available.

The assistants and Lynne have created a 'my book' style record, that they share with

parents, to show examples of what experiences the children are having in the setting. These books are kept and built upon over time, and then shared with parents and the child's future settings. These books enhance the ongoing observations of the children and add to the reviews and reports that are in place to evidence the children's progress over time for the parents.

The setting's environment gives the children varied experiences through open access both indoors and outdoors. The setting encourages access outside at all times for the children to feel free to explore.

Personal Development and Independence – Good

Lynne and her assistants provide a positive learning environment and effective care practices that promote the children's independence and the opportunity to make choices, with children's preferences acknowledged.

Personal needs are supported by the assistant, who acknowledges that a child may not be ready to eat or sleep at a certain time, and adapts the routine accordingly, showing flexibility in the routine to meet the children's needs.

Circle times discuss the days of the week and the weather, where children can go and look outside through the window to discuss what they can see. Opportunities are evident for children and the adults to engage in open ended dialogue during these times.

Behaviour and Wellbeing – Good

The setting has a clear environment that enables children to play and learn at their own pace. Calm areas of play are set up to support the children. Lynne and her assistant have a calm and kind approach. Lynne and her assistant have a positive outlook on self-regulation and believe in the importance of children expressing their feelings, acknowledging that it's okay to be sad or angry, and helping me to reflect on these feelings.

There are effective co-regulation strategies in place in the setting. Children's feelings are respected as children can take some time in a comfy seating area with privacy and pictures of emotions as visual prompts. This could be enhanced and embedded into the setting, to use these visual prompts to have further discussion.

Professionalism, Attitudes and Engagement– Good

Lynne and her assistant, Lauren, have dedicated and committed attitudes to their setting. The setting is effectively set up, and Lynne is aware of keeping herself and her assistants updated in early years practice.

Lynne has completed the required hours of CPD they advises, and plans to look back at the Webinars she missed to maintain her professional learning in the Early Years. The assistant, Lauren, expresses her interest in Continuous Professional Development and wants to be able to gain further access to the tiny app and its benefits in terms of supporting her observations.

Lynne links with other childminders and Early Years Professionals to gain best practices and takes on board new ideas to enhance her setting further.

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
Add dates to Risk Assessments to record reviews dates of assessments	30/11/2022

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

Create a visual 'feelings' board placed at the children's level that can be used to help children to reflect

Lynne to review missed Webinars to complement her current CPD.

Liaise with Tiny to enable Assistants to access the app in observing and recording children's development.



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