



# 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!

<b>Name</b>	Chloe's tiney Home Nursery
<b>Registration number</b>	Enter reg number
<b>Address</b>	Enter postcode N14 4LQ
<b>Date of visit</b>	14/11/2021
<b>Name of Quality Inspector</b>	Kim Esnard
<b>Date of registration</b>	18/09/2020
<b>Number of children on roll</b>	2
<b>Number of children in attendance during visit</b>	2
<b>Registered assistants on site</b>	N/A
<b>Evidence of any previous actions being met</b>	Yes / No

## Grading

### Quality of education – [ Good ]

Quality of teaching is good, parents are regularly informed and updated about the activities and experiences that children engage in. The indoor and outdoor environment supports child centred learning, enabling with a variety of high quality materials and resources to support exploration and discovery. The activities provided offer opportunities to foster curiosity, stimulation and appropriate challenge. Transitions through daily routines are smooth and supportive. Supervision of children is excellent and children are given opportunities to explore and take well managed risks in their routines and play..For example, during the preparation for lunch, the children get their stools to help with preparing the meal, setting the table and making their choices. During the focused activity, the children express lots of delight and engagement as they explore a sensory theme. Chloe provides appropriate dialogue and encouragement to support children's learning.

Children are able to engage in activities for as long as they want to and Chloe is keen to keep them engaged whilst following their lead. She is supportive of a child who wants to engage in something different. Chloe uses a variety of input from her observations, planned next steps, children's interests, parents, views, and children's schemas when

planning play. Her observations show that she follows the voice of the child and the children demonstrate that they are confident speakers.

### Personal development – [ Good ]

Routines are adapted to meet children's changing interests and needs throughout the day - for example the sensory/music play activity was cut short when children lost interest and children were immediately offered alternative activities to re-engage them. Chloe is very attentive to children's individual needs. Children are engaged and keen to be involved in most of the activities. It is very clear that Chloe knows the child very well and works hard to support their individual needs enabling them to flourish. Providing children with a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own for example through the books and resources she provides.

### Behaviour and attitudes – [ Good ]

Chloe provides 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 Chloe knows them well and understands their needs. Settling processes are carefully worked through with parents and have been even more sensitive to children's settling in during and after lockdown. Children have adapted well to returning and engaging well.

Children behave well in the setting, this is due to the positive interactions offered by Chloe and because children are spoken to in a way that they understand. Expectations with regards to behaviour are clear and reinforced with a calm and consistent approach.

### Leadership and management – [ Good ]

The setting is well organised and prepared. Chloe has consistent routines, plans for children's interests and maintains records in an highly effective manner. She obtains positive feedback from families about their child's progress and the service provided and has developed good relationships with families. She is reflective and responds quickly to feedback, making changes to their setting to best support the needs of the children who attend and their families. For example policies are regularly reviewed and adapted to meet the needs of the setting and best support the children and families who attend. She is proactive in seeking opportunities to learn and improve practice. Observations are recorded regularly in the tiny app.

Partnership with parents is highly effective - during the lockdown process they have provided support for parents and given personalised feedback for each child. She works hard to build strong relationships with parents allowing for open and honest communication.

Professionalism is high and Chloe demonstrates passion, commitment and professionalism in her day to day interactions in and out of the provision.

### Social and emotional well being – [ Good ]

Children are confident and happy during their time in the setting and form strong attachments to Chloe. The setting has a strong ethos and set of shared values that are embedded. The setting is warm and welcoming and this environment enables children to form attachments and make friendships.

The settling in policy has been adapted and reflects the impact of lockdown on children's ability to transition and settle. Settling in procedures are individualised and highly effective meaning that children have a secure base from which to learn and flourish.

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

Children are welcomed into a warm environment. They are happy and confident. Routines are effective in supporting children's well-being. There are opportunities for exploratory play and regular time outdoors aids to their wellbeing and learning -Children develop well with their independence, have developed excellent communication skills across the curriculum and are able to effectively access activities independently.

### Areas of strength

- Chloe's relationships with children and children's relationships with each other are really strong
- Support offered to children and families through the pandemic - '
- Daily transitions are well supported
- Partnership with parents (give examples) - during the lockdown process Chloe has provided support for parents as children transition back into the setting and given personalised feedback for each child. She works hard to build strong relationships with parents allowing for open and honest communication.
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### Areas for further professional development

- Ensure that all seven areas of learning and development are implemented appropriately
- Provide children with a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own

### Safeguarding

- Safeguarding is effective. Chloe understands the importance of keeping children safe and knows what to do if she is concerned about a child. The environment is well organised in terms of safety and children are well supervised.
- Policies are reviewed regularly, reflected on and used effectively to work in partnership with parents to ensure that children are kept safe at all times.
- Covid measures are in place and are effective

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

Actions	Recommendations	Date of completion
	<ul style="list-style-type: none"> <li>● Record the implementation and impact of training/CPD attended to ensure that knowledge of supporting children's learning in all areas of the EYFS is secure</li> <li>● Develop resources and experiences within the setting to enhance children's learning across</li> </ul>	

	the curriculum	



## 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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