



# 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>	Alyssa Fagg
<b>Registration number</b>	TY0921002
<b>Address</b>	ME15 7RH
<b>Date of visit</b>	07/09/2022
<b>Name of Quality Inspector</b>	Oshra Murphy
<b>Date of registration</b>	02/09/2021
<b>Number of children on roll</b>	6
<b>Number of children in attendance during visit</b>	3
<b>Registered assistants on site</b>	0
<b>Evidence of any previous actions being met</b>	NA
<b>Overall Grading</b>	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

Children are happy to attend Alyssa's setting. They come in happy and start exploring the interesting environment.

Children form good relationships with Alyssa who is attentive and sensitive in her approach. Although young it is evident that they trust her and feel secure. They come to her for cuddles and comfort. All children, including the youngest who are not yet verbal, are confident in voicing their wants and needs in a variety of ways, such as pointing and taking Alyssa by the hand.

Children make good progress in their learning and development. They are continually spoken to and are given choices. All children, including the youngest, start to manage their self care. They wash their hands and feed themselves.

Children enjoy outings to local parks and playgroups. This supports both their physical development and their social skills. They run, climb and jump.

Partnerships with parents are good. Alyssa shares information with the parents about their

children's progress regularly face to face and via the tiny app. She supports parents in understanding child development and works with them to support their child at home. Alyssa has recently been appointed a community coach by tiny. She has been asked to plan and deliver training to other tiny childminders.

### **Leadership and management – [ Good ]**

Alyssa fully understands her role and responsibility in keeping children safe from harm. She has a good understanding of all aspects of safeguarding. She knows what to do and who to approach if she has a concern about a child or an adult including allegations against herself. Alyssa's policies are up to date and shared with parents. This is done through emails. Alyssa continually engages in courses and seminars to improve her practice. She has recently been asked to plan a webinar of her choice by tiny.

Alyssa carries out regular risk assessments. She revises them regularly and amends them when and if necessary. Partnerships with parents are good. Alyssa communicates with the parents well. She listens and discusses with them their child day both at home and in her setting. For example, she recently was informed by a parent that their child has shown interest in potty training, she works with the parent to support the child. She keeps parents updated regularly on their children's progress.

### **Quality of education – [ Good ]**

Alyssa has high expectations of children in her care. She knows their background and their culture.

All children, including those with English as an additional language are supported well. For instance, she repeats children's words back to them correctly.

Alyssa works well with parents to support their children. For example, she asks parents for keywords and uses makaton and visual aids. Children are constantly spoken to and are given choices.

The environment in Alyssa's setting, both indoor and outdoor, is set in a way that encourages children to investigate and explore freely and independently. For example, children explore and find objects to roll up and down and off steps.

Alyssa understands the impact COVID-19 and lockdown has on children's development. Especially with regards to physical development and independence. She supports parents to understand how children develop and works together with them to support their children.

Alyssa creates different opportunities for children to develop their fine motor skills, such as encouraging older children to pick objects with tongs and younger children to do so with their fingers allowing them to explore the way they feel.

Children benefit from a good routine which allows them to transition between activities smoothly. They learn to know what happens now and what will happen next.

### Personal development – [ Good ]

Children are learning to be confident and independent. However, older children are not challenged and supported to be more independent. This is evident especially around their self care, such as dressing and undressing themselves.

Generally, children are encouraged to take age appropriate risks, such as climbing the stairs and jumping on the trampoline. However, at times, Alyssa stops them from trying.

Children enjoy going on regular outings to the park, where they are free to run and climb and local play groups. This supports both their physical development and social skills.

Children's self care is supported. Alyssa explains to children why they need to wash their hands before eating. However this can be supported further by letting children wash their own hands.

Alyssa provides children with healthy home cooked meals. She is aware of the children's individual dietary needs and caters for them. Mealtimes are calm and children are encouraged to try different food.

### Behaviour and attitudes – [ Good ]

Children come in happy. They start exploring the environment which is set in an inviting and engaging way. They demonstrate that they feel safe and secure.

Alyssa treats children with respect. She talks to them in a way that is age appropriate and easy for them to understand. She is sensitive and attentive to their needs. Offering them comfort and cuddles when they need and want. She is aware when babies are tired and will cuddle them when they drink their milk. All children, including babies, start to learn about sharing and taking turns, conflicts are dealt with promptly, sensitively and in an age appropriate way.

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

Children develop strong attachments with Alyssa. They confidently explore the environment and approach Alyssa for comfort. Children voice their needs and wants. Although most children are very young they point and pull Alyssa to show her what they want. Older children feel confident to share what they are doing with Alyssa. They feel safe and secure. Children benefit from a good routine. This helps them understand what is happening now and what will happen next.

Children are free to explore the environment. Alyssa watches and intervenes only when extra support is needed or when conflicts arise. For example, children roll toys around checking what happens, Alyssa adds extra resources to extend children's learning and to keep them engaged.

Alyssa recognises the importance of developing her own practice in order to provide high

quality care, for example, she recently completed an early years practitioners mental health course.

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

Any Required Actions from this visit?	Date of completion
	DD/MM/YYYY
	DD/MM/YYYY
	DD/MM/YYYY

Recommendations for how the provider can enhance their provision / areas for continued professional development
Support children’s independence and resilience further by encouraging them to manage their own self care, such as washing hands and dressing themselves,
Ensure that children are allowed to take age appropriate 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.

tiney