



# 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>	Stacy Hoffer
<b>Registration number</b>	TY1021005
<b>Address</b>	CR0 7XQ
<b>Date of visit</b>	08/11/2022
<b>Name of Quality Inspector</b>	Ruth Antoniades
<b>Date of registration</b>	13/10/2021
<b>Number of children on roll</b>	15
<b>Number of children in attendance during visit</b>	5
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	N/A
<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

Overall, the setting has been graded as 'good' with a 'good' grading in all aspects of the report.

Stacy demonstrates passion, commitment and professionalism in her day to day interactions in and out of the provision, which has a positive impact on children's learning and development. Stacy and her assistant work cohesively and ensure a key person approach is effectively embedded in the setting. This was evident from both Stacey and her assistants' sound knowledge of children's individual needs and interests, which is embedded into the curriculum. Stacy works in partnership with parents to support all children's learning and development, implementing action plans when required.

Stacy 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), and Stacy and her assistant have a secure understanding of FGM and other key areas relating to their role within child protection and safeguarding.

## Leadership and Management – [ Good ]

Stacy demonstrates passion, commitment and professionalism in her day to day interactions in and out of the provision. Policies and procedures are in place, up to date, clear, signed by parents and assistants once they have been read, as well as embedded throughout the setting. Assistants are provided thorough support, induction, supervision and opportunities for CPD. It is evident that CPD has been undertaken and applied to practice, however to further support the assistant's personal development, reflection on areas of strengths and areas for development should be recorded.

A key person approach is effectively embedded in the setting and this is evident as all adults have sound knowledge of children's individual needs and interests, and embed this into the curriculum. Stacy works in partnership with parents to support all children's learning and development, with action plans in place when required. Stacy has developed a good rapport with her assistant, and they engage in highly effective and meaningful interactions, and deal with issues and any challenges promptly.

Both Stacy and her assistant have a good understanding of all safeguarding and child protection procedures, including the referral procedures to LADO and MASH (or equivalent). Stacy needs to support the assistant at fully understanding the terminology used when referring to Prevent Duty. All areas of the home have been risk assessed effectively, however risk assessment forms need to be revised to include outings. Medicine forms need to be amended to include dates with a record of the evacuation kept.

## Quality of Education – [ Good ]

To start the day, morning routines include registration, and discussion takes place with the children around the days of the week, months of the year and the weather. The daily routine provides a range of differentiated child initiated and adult initiated activities, in both the indoor and outdoor environments.

Some activities observed during the visit included; tray filled with sensory balls, marble games, colouring dinosaurs, drawing, sand play with vehicles, matching job roles and transport, singing with musical instruments, reading books and identifying animal sounds. Throughout the visit the childminder linked core areas of learning into all activities, such as introducing mathematical concepts during reading and singing activities, and together with introducing new vocabulary. All seven areas of learning and development are implemented appropriately. Activities and plans for the week are shared with parents each and every week and displayed on walls. These activities and experiences focus on the children's interests, developmental needs and provide multi-layered teaching experience.

The childminder and assistants are not afraid to change things in the moment, when things don't go to plan, responding promptly to the children's learning needs. Transitions through daily routines are smooth and supportive, with the assistants preparing children for transitions before they happen.

## Personal Development and Independence – [ Good ]

It is evident from the visit that the childminder and her assistant values children's independence, and the care routines support children's competence, supporting them to become increasingly independent in managing their personal and care needs. This is evident at such times as mealtimes, when children are given a mirror to help them effectively wipe their faces. As well as reminding children to use the toilet/potty when necessary, conversation naturally moves to talk about germs, and the importance of good hygiene routines. Stacy works with parents to offer advice and support in encouraging independence at home, such as working in partnership to support toilet training.

A social and relaxed experience is fostered around meal times, and adults understand the benefits of children eating together, as this allows for naturally occurring conversation and social experiences. Stacy offers a range of hot and cold lunches each week which incorporate children's preferences. The indoor and outdoor space is well equipped to enable children to be active and to encourage their physical play. A variety of high quality resources are available, with the majority in reach to encourage free choice and support exploration and discovery. Resources, attitudes and practices reflecting a range of cultures, traditions and diverse ways of life from around the world. This includes an observed job role recognition game which includes people from different cultures and genders. There is also a range of diverse books about different transitions and families.

## Behaviour and Wellbeing – [ Good ]

Relationships among children, parents and practitioners reflects a positive and respectful culture. It is evident that the children felt safe and secure within the setting, demonstrating exemplary friendships and behaviour. Their behaviour is supported using a caring approach and both Stacy and her assistant always ensure they get down to the children's level when talking with them. Stacy explains how she works together with the children and families to help them understand the process of separation and the settings personalised approach to support children who are settling in. Stacy also explained that she shares learning ideas with parents. An example of this is when she suggested strategies to support transitions relating to school readiness and challenging behaviour.

The setting encourages independence and has a clear and consistent routine that supports co-regulation and helps children to develop their self-regulation skills. This was observed in the setting with help and praise and support from the practitioners when necessary. Children regulated their reactions to different emotions such as excitement and frustration, as well as refocusing their attention to new tasks. The reading corner and play room environment set up also helps to create a safe space for children, with places to retreat.

Stacy and her assistant have created an environment that supports a sense of belonging by displaying children's artwork around the setting and allowing children to make choices, plan and become autonomous learners. This is demonstrated daily by giving children options of what they would like for lunch, as well as the opportunity to play and explore freely.

## Professionalism, Attitudes and Engagement– [ Good ]

Stacy demonstrates passion, commitment and professionalism in her day to day interactions in and out of the provision, which has a positive impact on children's learning and development. Children's folders contain baseline assessments and termly reviews. When using written observation sheets, assistants are encouraged to record next steps on the development update forms.

Stacy and her assistant foster a positive and respectful culture with each other, and with the parents and families. Stacey uses the tinea 'Community Hub' to keep up to date and support the practice and day to day operations. She understands the importance of adapting the setting to support children's individual needs and the value of connecting with other local childminders for the children and her own personal development.

Stacey recognises the value of engaging with the tinea app, to support her in all areas of compliance, and quality of practice, use of the childcare register, regular updates for the parent in the learning journal and maintaining an up-to-date CPD log. However, she needs to ensure all is kept up to date regularly.

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

Any Required Actions from this visit?	Date of completion
All staff to revise understanding of Prevent duty awareness	31/12/2022
Dates to be included on medicine forms	08/11/2023
Carryout and record fire drills more regularly	Ongoing
Provide evidence of registration with HMRC for tax and NI contributions	31/12/2023
Revise risk assessment forms and include outings, concerns and carried out regularly	Ongoing

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

Use the quality framework to self reflect on areas of strength, and areas of development.

Use all areas of the tinea app for observations and assessments





## 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