



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	Lucila Osorio Pettifer
Registration number	TY1121001
Address	HA4 7PW
Date of visit	27/10/2022
Name of Quality Inspector	Sarah Doyle
Date of registration	25/10/2021
Number of children on roll	5
Number of children in attendance during visit	1
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

Lucila provides a good quality of education for the children at her setting. She knows the children's interests and development needs very well and uses this information effectively to provide an interesting and responsive curriculum. Children's play and exploration is highly valued, and activities are skilfully adapted to children's responses and levels of engagement.

Children demonstrate many characteristics of effective learning such as high levels of engagement and concentration and development of their own ideas, and this is a direct result of the high-quality of teaching.

Leadership and Management – Good

Lucila has a good understanding of her safeguarding responsibilities and there are detailed policies and procedures in place. Although Lucila has knowledge of the role of LADO, the contact details were not clearly identified in the policy, and this was rectified during the visit. A more secure understanding of responsibilities under the Prevent duty is required. Children's information such as accident logs and medication records include all the required detail. There is a clear evacuation procedure in place, including a suitable gathering place, however, regular practices of this procedure need to be recorded to identify any areas for improvement in the procedure.

The learning environment is thoroughly risk assessed, and this is seen in action today, for example locks on accessible kitchen cupboards and discussion with the child about how to keep safe on the step. As outings are a main feature of the curriculum in Lucila's setting, it is advised that these are risk assessed, identifying any potential risks and what safety measures are planned. Policies and procedures are regularly reviewed and shared with parents, with a good system in place to ensure parents have read and understood key information. The behaviour policy should now be updated, to reflect good practice advice from tiny, and the effective strategies used by Lucila in the setting.

Lucila is committed to continually developing her knowledge and the quality of the setting. She has a clear development plan, and is accessing training on different educational approaches to further develop her own pedagogy. Lucila makes good use of the training element of the tiny app, and is able to explain how recent professional development has impacted positively on her practice.

Quality of Education – Good

Lucila has a good knowledge of the areas of learning in the EYFS and how to support these through playful experiences. Daily planned activities are closely informed by the children's current interests and the identified next steps in their learning and development. For example, children visit the local park to collect Autumn leaves, supporting their fine motor skills and knowledge of the world, back at the setting they are engaged in sorting, categorising and counting the natural materials which supports their early maths skills. Children's play characteristics are recognised and valued as ways to explore learning, for example a child interested in enclosure and enveloping is supported through activities that extend this, such as hide and seek and music and movement. Lucila uses her detailed observations and assessments of the children's learning to develop a responsive curriculum, and to ensure parents are kept informed of their child's progress and how they can support learning at home.

Children lead their own play, and Lucila is skilled in scaffolding learning by sharing comments and ideas, for example moving like different animals when exploring the small world play. The use of story and song is woven through all experiences, during role play Lucila adds in key elements of the Tiger that Came to Tea story which helps children to remember key words and phrases from the book as they actively explore them. Lucila uses varied strategies to support children's literacy development, for example reading recipe instructions at a cake making activity, which supports the young child to know that print carries meaning and to match visuals to words. Children readily explore books both independently and with Lucila's support, and reading material reflects the children's life experiences, for example books about a new baby.

Lucila's setting is bi-lingual, and children are well supported in hearing and using their home language as well as English. Visuals are used within the environment to label resources and to help children become familiar with the daily routines. This helps the children to feel confident in their receptive and expressive language skills, and they make good progress in their developing vocabulary. Lucila provides a good model for discussion, with an effective balance of comments and questions. She uses language such as 'I have an idea' which motivates the children and provides a good model for thinking language

Personal Development and Independence – Outstanding

Lucila uses excellent strategies to support children to develop their confidence and competence, and this is evident in the observation today as the young child demonstrates high levels of independence. Children lead their own self-care such as using a mirror to clean their face, tidying and organising their own resources and preparing fruit for snack time.

Children are actively engaged in risk assessments, scaffolded by Lucila, for example knowing how to keep safe when using the oven for cake baking and using a step carefully to reach the

kitchen sink. Lucila's approach of checking if children need help and being careful not to interfere means children make excellent progress in their personal development.

Children are provided with balanced and nutritious meals which they help to prepare. They use cutlery and pour their own drinks. Children ready for independence in toileting are sensitively supported, with Lucila very clear on the signs of readiness and the need to respond to the child's pace and work closely with the family.

Lucila ensures that she supports the children to understand and celebrate differences, a range of cultural celebrations are explored in the setting and the use of books and videos supports this. The resources and reading material reflect the children's own community and family experiences and those of others.

Behaviour and Wellbeing – Good

Lucila's interactions are calm and positive, and children respond well to her and to each other. Children are provided with explanations if they are asked not to do something, and this encourages them to consider their own actions and to engage in discussion on alternatives. The use of negotiation and discussion, such as asking 'should we try it like this?' helps children to have a sense of control and autonomy, which in turn supports their self-esteem.

Lucila supports children to explore their feelings, for example by using mirrors to recognise and discuss emotions, and the use of a 'mood monster' wall where children can represent their feelings through art and mark making.

Children are well supported through co-regulation, Lucila has a clear approach to supporting children's feelings and behaviour, as she consistently seeks to understand the reasons behind children's behaviour and offers well matched ideas and strategies if the child needs it.

Professionalism, Attitudes and Engagement– Good

Lucila has developed strong relationships with parents, with regular communication on children's learning and development. Parents feedback that they appreciate the ideas for home learning and they share their own observations and ideas which informs curriculum development.

Lucila actively engages with the tiny app, including training opportunities to develop her knowledge, and the community hub to provide and gain support from her childminding colleagues. Lucila is diligent in checking for updates from tiny and nationally, to ensure her early years knowledge and practice is well informed and current.

Following a recent training day, Lucila has ensured she is familiar with the tiny Quality Framework and is in the process of using this as a self-evaluation tool to inform her development priorities.

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
Review and revise the Prevent Duty to ensure a secure understanding of responsibilities	14.11.22
Ensure regular evacuation practices take place and are recorded. Include the time, date, time taken to evacuate, number of children present and any areas for improvement in the evacuation procedure	14.11.22 and ongoing
Develop and record risk assessments for regular outings, which include actions to mitigate potential risks. Share risk assessments with parents	14.11.22
Update behaviour policy to reflect best practice advice and the approach and strategies used in the setting	14.11.22

Recommendations for how the provider can enhance their provision / areas for continued professional development
<p>Further develop independent access to craft materials and mark making to promote writing for a purpose throughout the day and child led exploration</p> <p>Consider the positioning of the visual timetable to ensure all children, including the youngest, can easily see and access it</p> <p>Review the use of music in the setting, plan for specific experiences rather than as background noise as this can negatively impact on children's attention and listening</p>



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