



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!

Name	Paula Elliott
Registration number	TY1021008
Address	GU7 3SD
Date of visit	07/10/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	13/10/2022
Number of children on roll	12
Number of children in attendance during visit	4
Registered assistants on site	1
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

Paula celebrates children's efforts; enabling them to enjoy and achieve. The setting gives the children a range of quality experiences and learning opportunities.

The children are settled and well cared for by Paula and her assistant in a home-from-home environment. The resources both inside and outside challenge and engage the children to develop and be creative in their play. The environment is calm, cosy, inviting, and is set up around the children's interests.

The children are confident to explore the setting and develop their relationships with Paula and her assistant Sophie, as well as being confident to make friends with each other.

Leadership and management – Good

Paula understands her role in safeguarding and in Prevent Duty, and understands all referral procedures to LADO and MASH. All policies and procedures are in place, and are shared with the parents via the tinea app. Good communication via group messages keeps parents up to date with plans, events and important dates.

Risk assessments are completed and clear evacuation procedures are in place. It is recommended to complete written records of practice evacuations, when these are carried out.

Paula and her assistant are very knowledgeable in the early years and discuss improving their knowledge and skills through continuous professional development. Paula is considering new approaches that will enhance the children's learning. Paula has experience with children who have additional needs and is confident this will prepare her for supporting children if required in the future.

Paula is very supportive of her assistant and encourages her to observe and record the children's learning and development milestones via the tinea app. Paula gives her assistant the opportunity to further her career path and learn more about the running of a home nursery. Paula has completed the 'Safer Food, Better Business' process to enhance her setting. She engages with the app, and meets up with other childminders to exchange ideas and best practices.

Quality of education – Good

Paula provides a 'whatever the weather' approach to the children's environment as they enjoy free-flow play inside and outside throughout the day. A gazebo outside, has access to creative activities and allows children to have shelter in the outdoors when required.

Resources are interestingly laid out and create challenge; with planks, car tires and opportunities for the children's imagination to be extended. There are baby slings as well as prams, to support children's imaginative role play being rooted in experiences that they may observe at home, supporting their real-life experiences.

Paula and her assistant use open dialogue when talking with the children, helping to enable the children to describe the activities they are engaged in. The children are able to transport their games and toys within the setting, supporting their freedom within the setting. Story books are embedded in all areas of the room, and not just limited to the story corner.

The assistant understands the concept of 'Schemas'. The assistant also embraces the opportunity to read to the children at the creative table, following the child's interest, whilst the other children make playdough cakes and count candles. Paula uses learning opportunities as a time to engage in conversation, such as talking to the children about their lives, and how old they are, introducing concepts of counting on their fingers whilst chatting.

Personal development – Good

The effective care practices promote children's confidence, resilience and independence. Children are given the opportunity to put on their coats, shoes and wellies whilst at play. Hand Washing routines give experiences of turn taking and waiting for others to finish, in preparation for meal times. Routines flow calmly and the children understand, with discussion, what the next step is in the routine.

Meal times are relaxed and the children enjoy their freshly prepared healthy food. To further support independence during mealtimes, children could be encouraged to set the table with cutlery, placemats and to help to tidy away at the end of the meal.

Paula and her assistant give the children a wide range of opportunities to experience. This is built upon by observations of the children and taking the lead of their interests for next steps in their learning. Achievements are displayed on the 'wow board' with positive affirmations that read; 'I can climb the steps myself', 'We are confident to have a go' and 'we develop our own ideas'

The children are empowered to learn with, and alongside, others, by engaging in experiences that have meaning to them. An example of this is that the children have small teeth moulds and toothbrushes to clean and to discuss why it is important to clean and look after our teeth.

Behaviour and attitudes – Good

Paula and her assistant demonstrate effective and consistent co-regulation strategies, supporting the children to understand how to manage their own feelings and behaviours. They model this through positive language and supporting the children to own their feelings, and that it is ok to express how we feel. The children are learning to negotiate with each other. Paula and the assistant are nearby to support the children if needed, by giving suggestions to the children on turn-taking and sharing.

The children are very settled and show an understanding that the environment and resources belong to all. There are photos on the wall of everyone, including the pets, to enable everyone to feel included. Paula and Sophie's happy, fun and positive attitudes help the children to be calm and settled.

Paula delayed the children's lunchtime as the children were still engrossed in their play, showing the confidence to mould and be flexible with the routines to meet the needs of the children. After gentle discussion, the children cooperatively stopped to move to the next routine and prepare for their mealtime.

Space to be alone and relax is provided for the children, to support their self-regulation as well as mini relaxation sessions incorporated in the day.

Professionalism, Attitudes and Engagement– Good

Paula has a good relationship with the parents. A handover interaction was observed on the day of the visit. Paula gave advice and support to the parent, regarding their child, and was friendly and approachable in her interactions. The pictures and observations shared with the parents via the app are inviting, and enable the parents to see the experiences their children have whilst at the setting.

Paula informs the parents that her assistant also completes the children's observations and these are shared on the tiny app. The key person approach is used and although the care is shared with both Paula and her assistant, implementing the key person approach means the children have a dedicated person supporting their development. Paula also supports transitions, such as when seeking parental permission to share a child's developmental review, to a child's school to enable a positive transition for the child.

Paula and her assistant attend playgroups with the children and meet up with other childminders outside of the home to give the children experiences outside of the setting to develop the children's social skills.

Paula is passionate about her setting's development. She is considering the 'curiosity approach' and an introduction of 'loose parts' by introducing new resources, embedding training that she received at the recent tiny INSET day.

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
Implement a Fire drill practice log to record practice evacuations	31/10/2022
Create a child self-registration board at children's level	31/10/2022
Transfer child's files to locked box	31/10/2022

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

Complete CPD on the app up to at least 15 hours, and source saved webinars

Research and implement 'small parts' and the 'curiosity approach' to further enhance the setting



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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