



# 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!

<b>Name</b>	Nusula Lunkuse
<b>Registration number</b>	TY0421011
<b>Address</b>	SE25 5BU
<b>Date of visit</b>	28/11/2022
<b>Name of Quality Inspector</b>	Sarah Read
<b>Date of registration</b>	28/04/2021
<b>Number of children on roll</b>	8
<b>Number of children in attendance during visit</b>	2
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	Yes
<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 thrive in a language-rich environment that is well resourced and accessible for children. Nusula and her assistant, Paula, provide a range of exciting activities and experiences for children. There is a focus on outdoor learning and children attend a weekly forest school with other local childminders.

Nusula and Paula are nurturing and fun and know the children well. They are responsive to their needs and allow children to lead their play and learning.

Children are happy and confident in the environment, they are comfortable when new people enter the setting but they know they can go to Nusula and Paula for comfort and support.

Nusula clearly loves the work that she is doing and children benefit from her energy and enthusiasm.

The setting has made significant improvements since the last visit, due to Nusula's ability to reflect and commitment to making these improvements to support the children in her care.

## Leadership and Management – Good

Nusula understands her role as designated safeguarding lead, she is confidently able to discuss what she would do if she had any concerns about a child or if an allegation were made about herself or a member of staff in her setting.

Nusula understands and adheres to the requirements of the Statutory Framework for the EYFS.

Nusula has a set of policies in line with the tiny standards, these are up to date and shared with parents. There is a robust evacuation procedure in place but Nusula is not yet practicing regular fire drills with the children in her care.

Nusula is committed to staying up to date with her own CPD. She attends training webinars and online courses and recently attended the tiny inset day. She uses what she learns to enhance her practice. Nusula is receptive to feedback and uses this to develop her practice. Nusula's reflectiveness and desire to keep learning and developing as a practitioner is a key strength of the setting.

Nusula has an induction process in place which she has recently implemented with her assistant. Nusula was able to describe this effectively but as yet it is not in writing. Nusula plans to carry out regular supervision meetings with her assistant and will record these.

Risk assessment is thorough, Nusula takes children on a range of outings and experiences including forest school and she makes sure that these are risk assessed in advance.

Nusula engages effectively with parents, other settings that children attend and with tiny. All actions have been completed from the previous QA visit.

## Quality of Education – Good

Singing and rhymes are an integral part of the day at Nusula's. Children enjoy singing, they know the songs and the actions and join in with enthusiasm and enjoyment. Circle time is appropriate for the age of children in Nusula's care. Children are able to identify the rhymes from the pictures on cards/stones which is developing their understanding that words and symbols have meaning.

Nusula has developed her practice in ensuring that children's cues are followed when they lose interest in something and on most occasions practice is good in this area. For example, during circle time Nusula planned to read a story about a farm, children were more interested in playing with the small world farm, which Nusula enabled to happen. She took the farm story over to the children who enjoyed looking at pictures of the animals and making links with the toy animals that they were playing with. Nusula comments that they also take children regularly to local farms to see the animals in real life which promotes curiosity, awe and wonder. The farm theme is based on children's interests which you can clearly see from children's engagement in the activities provided.

Nusula and Paula, her assistant, know the children well - they talk about how much their vocabulary is developing and that they have noticed so many new words recently. Nusula uses ambitious vocabulary with the children - such as talking about 'veterinarians' being animal doctors when children dress up in a doctor's outfit.

Nusula understands where children are in their development and uses this to plan according to children's interests and needs. Nusula consistently asks the children what they want to do, children respond to this and take the lead in their learning.

Much of the curriculum provided is outdoors. Children go to a local forest school once a week where they cook marshmallows on fires and make bird feeders to hang up and watch birds and squirrels feed. There is a robust approach to risk assessment and supervision, allowing children to safely engage in these different opportunities.

### Personal Development and Independence – Good

Children are happy and confident in Nusula's care. They greet me happily on arrival and go to Nusula and Paula for regular cuddles and reassurance when needed. They can freely access toys and resources allowing them to be independent in their learning.

Children are also independent in their care needs - they wash their hands, feed themselves and put on their own shoes. Hygiene practices within the setting ensure that children are well supported in this area, including oral health. Tomorrow they are visiting a dental nurse to learn more about oral health.

Food is fresh and home cooked. Nusula plans meals in advance. Parents are informed of what children are eating, naps, nappies etc through the app. Children sit at the low table and eat together. They are independent in their eating skills.

Children have opportunities for fresh air and exercise on a daily basis - outdoor learning is a key strength in the setting and children are given the opportunity to be free and interact with nature.

The setting promotes equality and diversity, for example they sing nursery rhymes from children's home countries. Food prepared from different countries, and in accordance with dietary requirements and preferences.

## Behaviour and Wellbeing – Good

Children behave well within the setting and respond appropriately to simple instructions - such as 'shall we sit down to drink our drink'? When a child gets up from the table at lunch time Nusula gently encourages her to sit back down to eat. Her tone is gentle and the child listens and responds well to this.

Descriptive praise is given by both Nusula and Paula allowing children to understand when they have done something well - for example 'well done you sang that really well'.

Children are given opportunities to try things out and to keep persevering, thus building up their resilience skills.

When children have 'big emotions', Nusula allows children to take a moment. There is a cosy corner with cushions if children need to go there. She talks to children about their feelings and is sensitive and responsive. Nusula would benefit from further training in self regulation and co-regulation to help develop further her skills and knowledge in this area.

## Professionalism, Attitudes and Engagement– Good

Partnership with parents is good, parents express that they are really happy that children get lots of different opportunities for outings

Nusula regularly attends CPD opportunities and this is used to inform practice - Nusula is very willing to learn and develop practice. She recently attended a webinar on 'child led' practice, she has implemented strategies in practice and Nusula believes it has really worked as children are much more confident within the setting and engaged with their learning. The implementation of this approach was evident throughout the visit.

Nusula engages well with the tiny team and is a positive advocate for tiny in her local area. She has fully taken on board the feedback from her previous QA visit and has engaged in coaching support to drive forward practice.

Where children attend other settings as well as her own, Nusula communicates with the staff at other settings and feedback is shared. (e.g, if the child hasn't eaten that day). Nusula also finds out what children are learning at other settings and follows this through into her setting

Nusula has one assistant working with her. Not implementing a key person system yet as she is relatively new and at the moment there are only small numbers of children but she is looking to work towards this in the near future. An appropriate induction was provided for the assistant but this has not yet been written and formalised. Nusula plans to have regular supervision meetings with her assistant.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Ensure the environment is set in a way that all children can access all the resources freely and independently. This includes toys and books.	Yes	Resources are accessible and labelled, we discussed pegging the pictures on to the cloth containers so that they don't fall off so easily.
Ensure children administration of medication forms are completed and signed appropriately by parents when they are dropped off.	Yes	
Ensure a complete record of children's allergies and dietary requirements are completed and displayed in a way that all who are involved in the care of the children are aware of these.	Yes	
Ensure a parent information board is installed and that the registration certificate is displayed .	Yes	
Install a stair gate in the kitchen doorway.	Yes	
<b>Recommendation:</b> Create a visual time table to support children's understanding of what is happening now and what is next.	Yes	
<b>Recommendation:</b> Understand and follow children's cues when they lose interest in certain activities, especially the younger children.	Yes	This was observed to be happening the majority of the time. On just one occasion this didn't happen but the child did re-engage with the activity.

Any Required Actions from this visit?	Date of completion
Practice and record termly fire drills with the children	16/12/22 and

	ongoing
Ensure the induction process for assistants is formalised and in writing	16/12/22

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

Increase knowledge and understanding of 'self regulation' and 'co-regulation' and how to support children to regulate their feelings and behaviour.

Continue to ensure that children's cues are followed particularly when they lose interest in activities

Begin regular supervision meetings for assistants



## 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