



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. This is the second visit in the first year and the childminder will have already had a compliance visit to ensure they are meeting the Safeguarding and Welfare requirements of the EYFS.

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	Lisa Evenden
Registration number	TY0221008
Address	ME10 5TP
Date of visit	16/02/2022
Name of Quality Inspector	Sarah Read
Date of registration	24/02/2021
Number of children on roll	14
Number of children in attendance during visit	3
Registered assistants on site	1
Evidence of any previous actions being met	NA

Grading

Quality of education – [Good]

Quality of Education is good. Children are consistently engaged with, both by Lisa and her assistant Amy. There is a good balance of commentary and questions and questions are usually open ended and appropriate to children's ages and stage of development. The environment is well resourced, inviting and supports children's curiosity. Children can self select from a wide range of resources and equipment. Children are allowed to freely explore within the setting and are not prevented from making a mess as they explore - for example with the sand.

Lisa provides additional activities and experiences that support the children's developing interests and learning needs. There is a sand activity set up and children readily explore the sand and what is buried in it with a variety of tools. Lisa comments that the children really love the sand and this is reflected in levels of engagement in the activity.

Mathematical language used consistently to support children's learning in this area. Children are asked is it heavy? Yes it's big! Positional language such as 'between your fingers' is also used.

Lisa knows the children well and understands their developmental stages. She makes observations of the children in the tiny app which she shares with parents. She works closely with parents on next steps - for example when encouraging a child to clap his hands. When he had achieved this she sent pictures to parents to show them. Parents also share

with Lisa when they achieve things at home, supporting children's ongoing learning really effectively.

Children have their own special books with photos of the activities that they have been doing. Lisa also uses social media to highlight the activities and outings that take place in the setting.

Personal development – [Good]

Children's confidence and independence is promoted well in the setting, children are actively encouraged to make choices, try things out and do things for themselves, knowing that Lisa and Amy are nearby to provide support.

Physical health is actively promoted. Children are taken outside in the well resourced garden daily. The equipment in the garden provides good opportunity for children to take appropriate risks in their play and Lisa and Amy support them to climb, slide, run and kick balls, letting the children take the lead in the play.

Children's emotional health is also well supported and Lisa offers comfort and reassurance when it is needed. Children feel safe and secure within the environment, giving them confidence to develop skills they need to learn and develop. The children are developing their characters, and Lisa and Amy understand what makes each child in their care unique.

Hygiene practice are generally very good, however, occasionally opportunities for handwashing are missed. Nappy changing procedures are very good and the importance of oral hygiene has been taught to the children through resources.

There are some resources that reflect diversity and the children celebrate festivals such as Diwali.

Behaviour and attitudes – [Outstanding]

Children's behaviour is exemplary within the setting because they are provided with exciting, engaging experiences that hold their attention and develop their curiosity and interest in the world. They readily help with tidying up when asked, they understand this is part of the routine of the day and are rewarded with effective praise from Lisa.

Techniques to support children's behaviour are consistent and work well with the ages of the children in the setting. For example, when a child takes a sieve away from another in a sand play activity, Amy quickly distracts him by providing him with a scoop to use.

Positive language used consistently with the children such as - 'shall we keep it in there' rather than 'don't get the sand on the floor'.

Lisa and Amy have excellent relationships with both children and parents. Parents have provided glowing feedback on the care that Lisa provides for children. Examples of this are - 'I have honestly won the jackpot with Lisa' and 'the way you are with me as his mummy is more than I could ever hope for'

Leadership and management – [Good]

Lisa is a confident, reflective childcare practitioner and works well with her daughter who is her assistant. She is well organised, ensures that documentation, policies and procedures are up to date, understood by staff and parents and implemented in the setting. She has informal discussions and meetings with her assistant, this should be formalised going forwards. Her policies are regularly updated and shared with parents. Lisa has excellent relationships with the parents and they respect and value her highly. She is fully aware of the importance of her role and her setting and understands her statutory responsibilities under the EYFS. The setting is well organised.

Social and emotional well being – [Good]

Lisa is highly sensitive to children's social and emotional well being needs - she understood the difficulties some children had after lockdown and supported babies really effectively in partnership with parents to help them to settle. Lisa worked closely with parents and persevered with the settling when the child became distressed. She talks about how he really turned a corner and is now happy and settled within the setting.

Both Lisa and Amy know the children very well and meet their social and emotional needs. Cuddles and comfort are a regular occurrence

Overall effectiveness – What is it like for a child here?

Children can learn, play and develop freely in an environment that supports their individuality and natural curiosity. Children are clearly happy in Lisa's care and have a lot of fun in the well resourced environment. Children are kept safe emotionally and physically in an environment of positive praise and encouragement.

Children feel relaxed, safe and secure within the environment.

Lisa follows the children's lead and offers a range of good quality experiences through a good blend of adult led and child led activities.

Areas of strength

- Warm positive relationships between staff, children and parents
- Effective strategies to support children's behaviour and promote effective self regulation
- Each child's individuality is celebrated and individual needs are clearly met
- The environment is clean welcoming and well resourced

Areas for further professional development

- Usually good questioning - just avoid the 'what colour is this type questions'
- Formalise supervision procedures for assistant

Safeguarding

Safeguarding is effective. Lisa understands her responsibilities in keeping children safe, her setting is fully compliant. Lisa is confident to make referrals to the appropriate authorities if necessary. Lisa ensures that she is up to date in safeguarding matters. Policies are reviewed regularly, reflected on and used effectively to work in partnership with parents to ensure that children are kept safe at all times.

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

Actions	Recommendations	Date of completion
Ensure effective handwashing is in place		ongoing
Ensure complaint is recorded in writing		4/3/22
Formalise supervision/meetings for assistants		ongoing



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