



# 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!

<b>Name</b>	Renuka Malik The Learning Trail tiney home nursery
<b>Registration number</b>	TY0421007
<b>Address</b>	SL4 5PL
<b>Date of visit</b>	09/05/2022
<b>Name of Quality Inspector</b>	Sarah Doyle
<b>Date of registration</b>	21/04/2021
<b>Number of children on roll</b>	11
<b>Number of children in attendance during visit</b>	3
<b>Registered assistants on site</b>	1 (not working directly with children during the visit)
<b>Evidence of any previous actions being met</b>	N/A

## Grading



The quality of education is good, Renuka has a very secure knowledge of the children's interests and learning needs which she gains through detailed observation and assessment, including discussions with parents and other professionals involved. The learning environment, resources and experiences are carefully planned to support each child's learning and development. Although Renuka has not yet completed a progress check at age 2, due to the children's age, she is familiar with the purpose of the check; partnership with parents and early identification and intervention.

Renuka shares how she evaluates children's engagement with the resources during play and the activities she plans, and adapts her teaching and support accordingly. There is a good balance of play and adult led activity. Activities provided today are based on farm animals, a current interest of the children, and they eagerly engage in making the animal noises and learning their names.

Parents are kept well informed of their child's daily activity, and the progress they are making. Home communication books are detailed and support home learning ideas and shared identification of next steps for children. Renuka has also introduced a book sharing record which details which books children have enjoyed, how they have explored the book at their development stage, and key words learnt. This is an excellent way for children and families to foster a love of reading and to support literacy development.

Children independently explore the learning environment and benefit from the range of resources that support holistic learning. The outdoor environment offers a range of large and fine motor physical experience including push along and ride on toys and digging in the tuff tray.

Renuka makes use of routine times and in the moment events to support learning. For example, when the postman arrives, she speaks with the children about the letters, and at snack time she supports the young children to count for a purpose. The children enjoy regular outings which are well planned and purposeful. Renuka is supporting children with their social skills in different contexts, and they regularly visit a local playgroup.

Children are building on their skills and knowledge during playful activity. Renuka is skilled in developing the young children's play, for example supporting fine motor skills in block play, and building in anticipation and simple vocabulary by playing ready steady go games. Children use their developed fine motor skills to mark make throughout the day.

Children are well supported in their communication and language development. Renuka uses song throughout the day to support children to become familiar with routines and to introduce new vocabulary. Renuka uses a total communication approach of simple words, gestures, visuals, objects of reference and demonstration to support children's receptive language. This approach meets the needs of the children attending, as Renuka has tuned in to the children's individual communication style and skills.

## Personal development – Good

Children are generally well supported in their self-care and independence and this is stage appropriate, for example Renuka part peels fruit which the young children complete, however independence in hand washing can be promoted more.

Although there are clear routines in place, which children understand and take part in, these are individualised to meet differing needs. For example, sleep time is according to children's own schedules and this works well as they clearly indicate when they need a rest. Children's autonomy and decision making for their personal needs is respected and encouraged.

Settling in procedures are well planned and flexible. The young children demonstrate they feel secure with Renuka by regularly checking in with her and seeking comfort.

Snacks and meals offered are balanced and Renuka is organised, preparing nutritious meals prior to the children's sessions. Meal times are a social event, the young children sit together in suitable chairs for their age and enjoy exploring the foods together using all their senses. There is easy access to fresh drinking water.

There is a suitable space for children who sleep, and regular checks of safe sleep conditions, however Renuka should revisit safe sleep guidance to ensure suitability of sleeping surfaces.

## Behaviour and attitudes – Good

Renuka has developed an effective approach of demonstrating requests, rather than simply 'telling', and this helps the young children to understand and engage with simple instructions and routines. Renuka provides a good model for resolving any conflicts, using calm and respectful communication and offering the children alternative choices.

Children are effectively supported through co-regulation, as Renuka has a good knowledge of what soothes the different children. This can be accessing a retreat area such as the tent in the garden or the cosy corner in the play room, direct support such as cuddles, or playing familiar music. There is a good understanding of how children demonstrate their needs through the behaviours and gestures they use, meaning that children are responded to appropriately.

Children's needs are prioritised over tasks- for example whilst preparing lunch Renuka continues to talk to the children, responds to their vocalisations and provides them with 'fidget' toys to engage them whilst waiting.

## Leadership and management – Good

Renuka keeps her documentation including policies and procedures updated and well organised. Parents have agreed to key policies via email, however written documents for the parents to sign are currently being sent out. Renuka reports that medicine has not been administered at the setting as yet, and she does not have a form ready to record this. During discussion, she demonstrates a good understanding of what medication records should include and will prepare a form.

There is an evacuation policy, however evacuation drills are not regularly practised which means that the effectiveness of this procedure cannot be evaluated.

There are clear safeguarding procedures in place, which include local authority contacts, and these are visually displayed as a reminder for all working in and visiting the setting. Renuka is knowledgeable on who to report safeguarding concerns to, and her responsibilities under the Prevent duty. Visitor records are used diligently, and Renuka checks that all information as required is recorded.

Risk assessments are detailed and cover all areas of the setting, regular trips and outings; however, these do need to be updated to include the potential risks identified today- the position of the clothes airer, cleaning of the changing mat and safety of the beds.

Renuka demonstrates a commitment to developing the quality of her setting and continuous professional development. She regularly accesses training on the tiny app, and seeks support and shares ideas with a local group of childminders.

The setting is inclusive and Renuka demonstrates a very good understanding of how to support children who learn differently. She works closely with parents and other professionals to observe needs, develop support strategies to help children to access the curriculum, and reviews the effectiveness of this. Renuka plans to work with SEND support at tiny to develop strategies for transition, and to further her knowledge of referral.

## Social and emotional well being – Good

Children benefit from Renuka's calm and responsive approach. Throughout the day, children are consulted on their choices, for example foods and play activity, and this helps children develop their autonomy and emotional well being. Children that use non-verbal communication are listened to and responded to in a timely manner. Children readily seek physical comfort, and this is well balanced with Renuka encouraging some independent exploration from her secure base.

Renuka respects children's ideas and thoughts and regularly asks "how can I help you?"

Parents receive detailed information on their child's day including sleep and feeding, and this helps develop a two-way discussion on supporting a child's needs- for example how to introduce new foods sensitively

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

Renuka has a very good understanding of each child's needs and the next steps in their learning, this helps her to develop an interesting and responsive curriculum. Children make good progress in their individual learning journeys.

Support for children's social and emotional development ensures that they feel secure and ready for learning. Renuka provides a good model for communication, using a range of strategies, and this helps children to develop their attention, listening and understanding.

## Areas of strength

- The use of formative assessment to plan responsively for each child's learning next steps
- Support for children's literacy development, involving parents as partners
- The use of experiences beyond the home to support children's learning, such as social groups

## Areas for further professional development

- Providing photo labels in the play room to further support child initiated play
- Further develop knowledge of safe sleep- specifically appropriate bedding
- Develop a continuous professional development plan to target key areas for development

## Safeguarding

Renuka has a clear understanding of her safeguarding duties, and follows her procedures carefully. Although Renuka's written risk assessment are detailed, she should ensure she actively risk assesses the provision daily



Actions	Recommendations	Date of completion
Plan, carry out and record regular evacuation drills		25.5.22 and ongoing
Ensure sleeping surfaces are firm and flat (such as fold out mattresses), avoid the use of beanbags for naptime.		18.5.22
Review risk assessments to address risks identified today (clothes airer in garden and cleaning of changing mat after each change) and continue to actively risk assess provision daily		18.5.22 and ongoing
Develop medication record form ready for use		18.5.22
Further encourage children's independence with hand washing		25.5.22 and ongoing
Continue to develop knowledge of SEN support- referral and transition		8.6.22
	Photo label toy storage to further support child-initiated play	8.6.22



## 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