



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!

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| Name | Mesha Williams |
| Registration number | TY0421009 |
| Address | CR7 6HZ |
| Date of visit | 13/07/2022 |
| Name of Quality Inspector | Marc James |
| Date of registration | 23/04/2022 |
| Number of children on roll | 17 |
| Number of children in attendance during visit | 6 |
| Registered assistants on site | Yes - 2 assistant present for the visit |
| Evidence of any previous actions being met | Yes - all previous actions have been met |

Grading - Good

Quality of education – [Good]

The curriculum is well planned, and provides children with a range of experiences; this is supported by a particularly effective routine, which is unrushed and goes at the children's pace. The setting benefits from an environment that consists of two indoors rooms, and a garden space. The childminder uses the two indoor spaces, to group the children for parts of the day, in age groupings, to allow focused learning relevant to the children's current age and stage of development, and to support a calm learning environment. All areas of the environment have been set up with a range of effective resources, all accessible to the children. Activities and provocations are pre prepared, providing opportunities for intrigue, and for curiosity, investigation and discovery. For example, the childminder had considered the needs of all of the children, and prepared the environment around their interests; this included a sensory box for the youngest child, with things to touch, explore and find inside. The curriculum is well planned for all children, and involves a mixture of child led and adult initiated activities, in both the indoor and outdoor environments. All seven areas of learning and development are implemented appropriately, with an understanding that the three prime areas are essential for children's development.

Circle time offers a rich opportunity for the children to engage in music and movement, supporting children's gross motor skills and brain development with whole body movements across the two sides of their bodies. Mesha and both of her assistants engaged and lead with enthusiasm and excitement, moving around the entirety of the room, encouraging children to join in, and following the children's lead.

Planning consists of themes that Mesha and her assistants put together to link children's learning. The current theme is around oceans, and extends into pirates, sand and sensory play, which Mesha is able to explain has come from summer activities and children's curiosity. These themes could be more effective by being more deeply rooted in the children's current interests, and being focused as week to week planning, adapting and changing depending on the children's interests.

Transitions were, on the whole, well managed, with snack-time particularly effective, encouraging independence and self serving. Children were naturally curious and Mesha engaged in conversation about germs, posing questions and waiting for children to answer and articulate their thoughts, before extending their thinking. Children were encouraged to wash their hands and prepare for snack; this was done in groupings, with each assistant responsible for a small group of children. Once lunch was served, the interactions were high quality and engaging, however the preparation for lunch time left the youngest children waiting for too long, in their high chairs, whilst the room was cleared and set for lunch. This could be more effective by the older children taking an active role in the set up of lunch tables and beds, whilst the younger children can continue playing with an assistant in the other room, and only join when lunch is ready to be served.

Personal development – [Outstanding]

Opportunities for all children to develop their talents and interests are of exceptional quality, with children's 'uniqueness' promoted and celebrated in an exemplary manner. For example, circle time focuses on what the children can do, encouraging the children to engage and get involved in the way they want to, to play the instruments their way, with freedom. This led to children engaging with joy and excitement, and children having the freedom to explore, with practitioner following their lead, such as when the children wanted to feed the animal props with home corner food, with Mesha calmly following this and building it into the songs, celebrating each and every child's contribution.

Children's independence is encouraged, and they are supported to wash their hands and take an active role in their self-care routines. This is well managed by all of the adults, with each adult being responsible for a small group. Children are given regular reminders, for example when one child has already washed their hands for lunch time, and then touches the sand on the floor, the child is calmly reminded to go back and wash their hands again. Children's individuality is respected, this was demonstrated when one child had finished their lunch earlier than the others; this was respected, and the child is asked to follow the routine and bring the bowl to Mesha, and then the child is encouraged to go and engage in some quiet self led play.

Children take an active role in caring for and looking after their setting, with regular reminders from Mesha and her assistants. For example, when children start to excitedly throw things in the air, Mesha calmly reminds them to take care of our things, and the children listen and follow the instructions.

Behaviour and attitudes – [Outstanding]

Children's behaviour is supported effectively by Mesha and both of her assistants. All practitioners use a calm and respectful approach, which includes the use of positive language, positive reminders, and by offering solutions where necessary. For example, when children move away from the group during circle time, they are calmly encouraged back, and offered an instrument to join in. Children are encouraged to share their emotions, through the use of visual props. When children are excited and happy, and making lots of happy noise, all practitioners value this, and join in with the children's excited reactions.

Children are encouraged to demonstrate friendly behaviours, and the childminder and her assistants use a positive behavioural approach. Children are encouraged to share with each other. Mesha is able to talk through all that she and her team have put in place to support children with turn taking and boundaries. The childminder and her assistants demonstrate effective and consistent co-regulation strategies, supporting the children to understand how to manage their own behaviours through modelling and effective language. This is evident when one of the children is unsettled, on a hot and sticky day, with both Mesha and her assistants responding quickly, acknowledging the child's feelings and offering solutions - the child giggles and happily reengages. When the child again becomes unsettled, Mesha again responds quickly, with a calm respectful approach, offers the child a nurturing cuddle for comfort, and picks the child up to sing with him.

Self care routines also demonstrate a caring considerate approach. During nappy changing, one of the assistants gets down to the child's level, asks if it is okay to change their nappy and then takes them by the hand to the nappy changing unit. Interactions and songs continue throughout the personal care.

Leadership and management – [Good]

The childminder is aware of their responsibilities, in line with the statutory framework. Mesha, as the childminder responsible for her setting, leads her assistants effectively, and communication between all adults is effective, with both assistants clearly understanding their roles and the expectations that Mesha requires of them. For example, at the beginning of the QA visit, Mesha tells the consultant that one of the children is sleeping, and states that they check on this child every ten minutes. The assistants are then observed checking on the child at ten minute intervals, whilst Mesha is leading circle time, without prompting, to check on the child, then reporting back to Mesha that checks have been completed.

There is a thorough induction process in place for all assistants, and both assistants, present on the day of the QA visit, were complimentary on the support they have received from Mesha. Regular supervisions also take place, to support the continuous professional development of the assistants. Mesha understands all of her statutory requirements, and demonstrates a thorough understanding of reporting procedures, Prevent Duty, and managing allergies. Both assistants understand the procedures to follow when reporting

concerns about the children in their care, and the process to follow for allegations against staff. One of the assistants needed a reminder from Mesha regarding Prevent duty.

The childminder has made amendments to key policies, and these changes are reflected in the policy documents clearly. Policies also show that they are reviewed regularly. All policies are shared with and signed by parents.

Social and emotional well being – [Good]

Children have a strong and secure attachment to the childminder, and the childminder and her assistant's nurturing warm approach is exceptional at supporting children to be confident within the setting. The setting has a strong ethos and set of shared values that are embedded. The childminder provides a secure and welcoming environment that helps children to form attachments and make friendships.

The childminder provides uninterrupted time for play. This is achieved by the preparation of the environment, with activities around the children's interests, with children afforded the freedom to explore at their own pace, and interact with the activities in their own way. Despite this quality assurance visit taking place, Mesha was keen to lead the day and kept to the normal routine for the day for her children, with Mesha and her assistants offering timely and regular reminders to the children of what was happening next, preparing the children, which in-turn supported smooth transitions.

Settling-in is effective, and parents, carers, families and children are supported with gradual settling in procedures. Mesha had been offering access to regular stay and play sessions, on her quieter days, for those families planning to join, as well as other families within her community. These have stopped recently due to the setting's occupancy. These sessions allowed Mesha and her assistant to start building strong relationships with the children, prior to the children starting. One of the children on the day of the QA visit had only recently joined the setting, and Mesha already knew this child well, their interests, personality and likes and dislikes, and this enabled both Mesha and her assistants to support the child's wellbeing effectively, which has supported the child at feeling comfortable in the setting and in building attachment, demonstrating the effective settling in routines in action.

Overall effectiveness – Good

What is it like for a child here?

- Children are well cared for, and nurtured, with access to a variety of high quality learning experiences.
- Children have access to activities and experiences that support all areas of their learning, with a strong focus on children's prime areas of development for those children under the age of three.
- Children clearly enjoy being at the setting, and enjoy spending time with all of their adults.
- Children's individual personalities and interests are valued, with all achievements celebrated together as a tight knit community group.

Areas of strength

- All practitioners, Mesha and her assistants, show a commitment to the children in their care, with a passion for what they do.
- Children's behaviour is supported in a nurturing approach, with all practitioners working together using the same approach.
- Children's independence is encouraged and fostered, and children play an active role in their home nursery community.

Areas for further professional development

- Children's interests are valued throughout the nursery - further embedding these interests into child interest themed planning will enhance the quality of education from a 'good' grading to an 'outstanding'.
- The lunch time routine needs to consider the needs of all children, and younger children would benefit from less time spent waiting.
- Assistants need support in understanding all areas of safeguarding, particularly around prevent duty.

Safeguarding

- Mesha understands her role as designated safeguarding lead, and all requirements of her as set out in the Statutory framework for the early years foundation stage (2021)
- Mesha demonstrated an understanding of prevent duty, as well as other key questions relating to her role within child protection and safeguarding.
- Mesha understands all referral procedures to LADO and MASH.
- All areas of Mesha's home have been thoroughly risk assessed.
- Assistant would further benefit from a strengthening of all areas of safeguarding, with a focus on Prevent Duty.

| Actions from previous QA / compliance visit | Action met? Yes / No | Comment / Actions / Recommendations |
|---|----------------------|-------------------------------------|
| Review and update ALL policies, these also need to be shared with parents and assistants. | Yes | |

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| Ensure ALL DBS checks have been completed for assistants | Yes | |
| Visitors log needs to be in place | Yes | |
| Create a robust induction/supervision process for all assistants | Yes | |
| Ensure a COVID policy is in place and implemented | Yes | |
| Complete and record regular evacuation procedures | Yes | |
| Permission for outings gained from parents | Yes | |
| Risk assessments for outings completed | Yes | |
| Ensure a safe, locked space for confidential records and paperwork | Yes | |
| Ensure you complete timely 2 year progress checks that are shared with parents and health visitors | Yes | |

| Actions | Recommendations | Date of completion |
|--|---|---|
| Ensure all assistants understand prevent duties and their responsibilities in working with children. | | 31/08/2022 |
| | Strengthen transitions by allowing the youngest children to continue to play whilst lunch is prepared and set up. | Ongoing, to work on embedding across the next few months. |



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