



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	Fatime Farkas - Heyday tiney home
Registration number	TY0921010
Address	E17 4GN
Date of visit	10/08/2022
Name of Quality Inspector	Sarah Doyle
Date of registration	14/09/2021
Number of children on roll	8
Number of children in attendance during visit	4 (2 minded children, 2 of Fatime's own children)
Registered assistants on site	N/A
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

Fatime has created a warm and welcoming environment, and has a strong and positive ethos which underpins a curriculum that supports children's holistic development. Fatime's tiney home environment promotes child led play and the exploration of their individual interests. Children are confident and autonomous learners and are observed to be making good progress in their development, particularly in Communication and Language and Personal, Social and Emotional Development.

Children benefit from Fatimes responsive and calm interactions, and her skills in developing and extending communication and language at different stages of development. A focus on developing effective relationships with families and a responsive settling in process builds a strong foundation for children's emotional well being, and their ability to access wider learning.

A strong commitment to continuous professional development and active engagement in the tiney and local community ensures children experience a rich and varied curriculum

Leadership and management – Good

Fatime demonstrates a secure understanding of her Safeguarding responsibilities. There is a clear policy in place, which is regularly updated and shared with parents, as are all key policies. Fatime is confident with the reporting procedures in her Local Authority and within tinney, including in the event of a concern about a child, and in managing allegations. Fatime understands her responsibilities under the Prevent Duty. Children's information such as accident logs and pre-existing injury records include all the required detail. There is a clear evacuation procedure in place, however, regular practices of this procedure need to be reinstated and recorded to identify any areas for improvement in the procedure.

Fatime has developed detailed risk assessments of the home environment. There are clear safety measures in place such as locks on accessible kitchen cupboards and safety film on mirrored surfaces. During the visit, there is an outing to the park and Fatime keeps a constant watchful eye on the children as they explore the area and she takes regular headcounts. Fatime reflects that visiting a local gated park would offer more secure surroundings in which the children can explore, particularly when there are more than 2 young children in her care. Outings within the local community are a main feature of the curriculum at Fatime's tinney home, and it is advised that recorded risk assessments include these regular outings and the measures in place to mitigate any risks, and that these are shared with parents.

Fatime has a clear vision and ethos for her setting which is based on discovering and exploring through arts, science and natural play, as well as being Earth conscious and helping children to experience a healthy diet. The curriculum and Fatime's interactions with the children are clearly driven by this ethos. Children are offered a healthy and balanced menu and there are daily opportunities to explore the nature of the local community. Fatime's longer term plan for growth and improvement is to further develop a Forest School offering for the children in her care, and she is looking at professional development to support this. Fatime makes good use of the training element of the tinney app, and is able to explain her learning intent and subsequent implementation in her own setting for recent professional development. An active member of a local tinney community group, Fatime recognises the social benefits to both herself and the children.

Quality of education – Good

Fatime provides a very good model of vocabulary and language which is well matched to the children's stages of development. The younger children listen intently as Fatime provides a commentary of what they are playing with, and uses gestures to match language. Children repeat the key words emphasised by her. Fatime is skilled in serve and return interactions, leaving pauses for young children to process language and to offer responses. The use of open questions with those children who are developmentally ready is effective as children engage in possibility thinking during their play. Fatime works closely with the families to ensure children are able to hear and use their strongest language which supports their confidence in receptive and expressive language. Fatime places an emphasis on listening to children and rather than directing; discussing and negotiating together. This helps children to

begin reasoning and expressing their own thoughts and ideas.

There are daily planned activities, and Fatime explains how these are based around children's interests and the current theme. Activities are flexible and adapted according to children's responses, for example when the children were tired, a playdough activity was changed to singing to respond to engagement levels. During discussion, Fatime demonstrates a very good knowledge of each child's starting points and next steps in their development, linked to the areas of learning in the EYFS. Parents are kept regularly informed on their child's development and observations and summative assessments seen, including the progress check at age 2, provide a detailed description of each child's progress and how learning can be further supported at home and in the setting. It is agreed that planning can be further developed to link more closely with the identified developmental next steps for children, as planning is currently theme led.

Children confidently explore the range of resources within the setting, and are eager to show adults what they have learnt, for example "you can hear the sea" when playing with the shells. Fatime explains how the learning environment and resources are responsive to children's current motivations, for example train play is supporting a young child to develop their turn taking skills and language development. Children are actively encouraged to follow their ideas in play, and are supported in understanding the daily routine through the use of a visual timetable and objects of reference. This helps children to develop good dispositions for learning.

Fatime has considered the potential impact of the period of lockdown on children's social and communication and language development and has developed her curriculum to focus on this, including regular community outings and groups.

Personal development – Good

Children's independence and self-care is well promoted and supported. Children help prepare the table for snack time and make food choices from a range of healthy food options. Babies are confident in using cutlery to eat their meal. There is a familiar routine in place which the children follow confidently, and are supported in understanding with a clear visual timetable.

As part of the curriculum Fatime focuses on being Earth conscious, and following the meal time, children ask if the waste should go in the recycling which demonstrates prior learning. Children take part in regular outings in the community and Fatime talks to the children about the benefits of physical exercise. During a park outing, Fatime encourages the children to explore and take appropriate risks such as climbing to help develop their large motor skills and feelings of achievement. She balances encouraging challenging play with her own active risk assessments, for example suggesting the children access a more shaded area

Fatime ensures that she supports the children to understand and celebrate differences. The setting is multilingual, and Fatime celebrates a range of cultural celebrations, working closely with the families by gathering information on important family events and reflecting this in her provision.

Behaviour and attitudes – [Good]

Fatime has a very clear approach to supporting children's feelings and behaviour, rooted in 'Gentle Principles'. Her interactions with children are consistently thoughtful and respectful, as she seeks to understand the reasons behind children's behaviour.

Fatime actively co-regulates with the children and adapts her support according to children's understanding. For example, she regularly asks children 'how can we work together?'; which supports children to consider their own solutions and to modulate a range of feelings. If needed, Fatime models' ideas that might support children with their feelings. Fatime tells children that she understands their view point, and children evidently feel safe and secure in her care as they explore confidently from her secure base.

Children are encouraged to explore different feelings through pictures and words, matched to facial expressions. Fatime effectively uses positive language focused on what to do rather than not what to do and explains the reasons for this. Children relate very well to each other and adults, and readily follow instructions.

Social and emotional well being – [Good]

Fatime has developed a very effective settling in process, and has a secure understanding of 'getting it right from the start' to ensure children feel secure enough to benefit from the learning opportunities. Fatime initially meets with the child and their family on a play date, and often conducts home visits, before the child is introduced to the home nursery. This ensures that the settling in process is carefully staged according to the child's needs. Parents tell Fatime that they very much value this approach. During the visit it is evident that the young children are securely settled.

Fatime demonstrates a high level of respect for children's thoughts and wishes, including those who are not yet using verbal language, for example at meal times she carefully watches for the child's signs of fullness and models the word 'finished?'. Fatime regularly reasons with the children and explains consequences of actions, to enable children to make choices.

Fatime explains that her practice is consent led, to ensure children feel empowered in their emotional and social boundaries. During the observation Fatime seeks verbal/non verbal consent from the children for cuddles, and clearly indicates intimate care routines by getting

down at the child's level and showing the nappy as an object of reference.

Children's autonomy and choice is very much encouraged and promoted within the learning environment. Children are asked what they would like to do and the organisation of the play spaces promote self-selection and child-initiated activity. Children demonstrate that they are confident and curious to learn in the way they explore the resources and share their ideas with adults.

Any Required Actions	Date of completion
Develop and record risk assessments for regular outings, which include actions to mitigate potential risks, for example visiting the gated park when there are more than 2 young children present. Share risk assessments with parents.	25/08/2022
Ensure regular evacuation practices take place and are recorded. Include the time, date, time took to evacuate, number of children present and any areas for improvement in the evacuation procedure	25/08/2022 and ongoing
Ensure risk assessments are routinely followed- vases and candles to be moved from window sill as per risk assessment	25/08/2022

Recommendations for how the provider can enhance their provision / areas for continued professional development	Date of completion
Further develop planning to more closely link with the identified next steps for children's development	01/09/2022



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