



# 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	Claire Withers
Registration number	TY1221005
Address	KT3 6PJ
Date of visit	15/12/2022
Name of Quality Inspector	Ruth Antoniadis
Date of registration	14/12/2021
Number of children on roll	3
Number of children in attendance during visit	2 1 17 months old 1 CM's child (20 months old)
Registered assistants on site	0
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

Overall the 'Leadership & Management' 'Quality of Education', 'Personal Development & Independence' and 'Behaviour & Wellbeing' and 'Professionalism, Attitudes & Engagement' have been graded as 'good'.

A key person approach is effectively embedded in the setting and children's learning is encouraged and supported within this calm and welcoming environment. The childminder has sound knowledge of the children's individual needs and interests, and embeds this into the curriculum. The curriculum incorporates a blend of child led and adult initiated activities, to support free choice and develop all areas of learning in both the indoor and outdoor environments.

Claire has a good understanding of her statutory responsibilities, in relation to the Equalities Act 2010, Prevent Duty and the safeguarding and welfare requirements of the EYFS requirements.

## Leadership and Management – Good

All policies and procedures are in place. They are clear, up to date and adhere to the tiny standards, and are in line with the EYFS requirements. Claire has a sound understanding of her role as designated safeguarding lead, and all requirements as set out in the Statutory framework for the Early Years Foundation Stage (2021). Claire is also aware of her statutory responsibilities and has regard to the Equalities Act 2010 and Prevent Duty which she was confidently able to explain when questioned.

A key person approach is effectively embedded in the setting and this is evident as the childminder has sound knowledge of the children's individual needs and interests, and embeds this into the curriculum. For example Claire incorporates the children's love for cars and trains in activities. The childminder (CM) works in partnership with parents to support all children's learning and development, with action plans in place when required. Examples of this include Claire supporting parents with teething and broadening children's dietary needs.

The setting is free from clutter, open, bright and well thought out. Each area is effectively resourced with a diverse range of books and toys. All resources are accessible within the learning spaces, and down at the children's level to encourage free choice and cover all areas of learning.

Claire is committed to staying up to date with her continual professional development and applies to practice the highly effective professional development programme provided by tiny and other organisations. This included safeguarding children Level 1, Safeguarding: A Shared Responsibility Level 2, Safeguarding Children, Child Protection Process Level 3, Food Hygiene Level 2, Data Protection for Childminders, Prevent Duty and Fundamental British Values, Cultural Capital, to name a few. Claire needs to update her CPD records to include all the training undertaken, the dates and duration.

## Quality of Education – Good

The daily routine starts with registration, discussions include days, months, weather and updating the daily routine display. The settings routine provides a range of differentiated child initiated and adult initiated activities, in both the indoor and outdoor environments. For example trips to the library, playgroup, local parks, lunch, story time, activities, school run, and followed by more activities.

The current theme is "cars, christmas and weather". Some activities observed during the visit

included; decorating Christmas bags, cars, drawing, singing, sensory play, reading books, building a train track and local walk. Throughout the visit the childminder linked core areas of learning into all activities, such as introducing mathematical concepts during activities, together with new vocabulary. All seven areas of learning and development were implemented appropriately. Claire explained in detail that activities and experiences focus on the children's interests, developmental needs and provide multi-layered teaching experience.

During the visit Claire was not afraid to change things in the moment, when things did not go to plan and responded promptly to the children's learning needs. Transitions throughout the day are smooth and supportive, with the practitioner preparing children for transitions before they happen "we will be having snack soon" "shall we wash your hands ready for snack" "we are going to go on walk after snack time" "after lunch is nap time"

### **Personal Development and Independence – Good**

The childminder is sensitive to children's own cultural practices and routines and works closely with parents to ensure they are met. Claire offers advice and support in encouraging independence at home and works in partnership with parents to support teething, dietary needs and more. Claire understands the importance of working in partnership with parents to support children's learning and has developed harmonious relationships and partnerships.

Claire values and promotes equality and diversity, and provides children with experiences to learn about people that are similar, and people that are different to them, exploring different family make ups, different cultures, communities, faiths and beliefs. The setting has a wide range of diverse resources which includes bilingual books, books about different transitions and families and multicultural small world play.

The setting provides a healthy diet and balances this with opportunities for rest and exercise. Healthy snacks are given throughout the day and children are encouraged to feed themselves, and to explore using their senses during meal times and messy play, with support offered when necessary. The hygiene practices ensure that the personal needs of children of all ages are met appropriately. This was evident during snack time when Claire washed the children's hands and sang a washing hands song. She then explained to the children that their hands were nice and clean ready for snack time.

The indoor and outdoor space is well equipped to enable children to be active and to encourage their physical play. The setting also includes a vegetable patch in the garden and a fish tank with fish which the children loved to interact with. A variety of high quality resources are available with all in reach to encourage free choice and support exploration and discovery. The resources, attitudes and practices reflect a range of cultures from the small world toys and books, traditions and diverse ways of life from around the world.

## Behaviour and Wellbeing – Good

The childminder creates a warm welcoming environment where children feel safe and secure, demonstrating exemplary friendships and behaviour. Their behaviour was supported using a calm, caring and respectful approach and the childminder always ensured she got down to the children's level when talking to them.

The setting has a clear and consistent routine that supports co-regulation and helps children to develop their self-regulation skills. Claire teaches self regulation skills through modelling, suggesting strategies, and having thoughtful and reflective age appropriate discussions with the children. An example of this was demonstrated throughout the visit when the children became frustrated during a creative activity. Claire encouraged the children to share and divide their roles so both children could use the stamps. The reading corner and play room also helped to create a safe space for children to self-regulate in the setting.

During the visit children were consistently prepared for transitions. There was a steady pace throughout and Claire prepared the children by telling them what was coming next. She also ensured she provided uninterrupted time for play that supported the children's intrinsic motivation.

## Professionalism, Attitudes and Engagement– Good

The childminder creates an environment that supports a sense of belonging by displaying children's artwork around the setting and allowing children to make choices, plan and become autonomous learners. This is demonstrated daily by giving children options of what they would like for lunch, snack, as well as opportunity to play freely.

Claire demonstrates commitment to her own continuous professional development and has a proud portfolio of certificates that include safeguarding training, food hygiene, Prevent Duty, British Values to name a few. She understands the importance of reflecting on her practice to further enhance the quality of learning and development within the setting to allow children to make good progress. However to develop practice this needs to be recorded regularly and include strengths and areas for improvement.

Claire also recognises the value of engaging with the tiney app, to support her in all areas of

compliance, and quality of practice, use of the childcare register, updates for the parent in the learning journal and maintaining an up-to-date CPD log. However, she needs to ensure all is kept up to date regularly.

The childminder values the importance of regularly engaging with local groups, including other childminders and their community coach. She attends local events both for the benefit of their children, and to allow her to network with other professionals.

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

Any Required Actions from this visit?	Date of completion
Update CPD records and include dates completed and duration	15/12/2023
Upload all policies to the tiney app	15/12/2023

Recommendations for how the provider can enhance their provision / areas for continued professional development
Reflection on practice to be recorded regularly and include strengths and areas for improvement





## 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.

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