



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	Mary Radder
Registration number	TY1121015
Address	SE15 3UP
Date of visit	3/11/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	23/11/2022
Number of children on roll	3
Number of children in attendance during visit	2
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

The setting has achieved an overall grading of 'Good'. Mary provides a 'learn through play' approach in her setting. This nurtures and encourages the children to learn by giving them opportunities to develop through varied activities, experiences, toys and resources to stimulate them and to follow their interests.

Mary is caring and loving in her interactions with the children and she is committed to their development and learning.

Mary is strong in her commitment to teaching the children about their culture and increasing their knowledge and understanding of the world.

The children are confident to explore the setting and have a good relationship with Mary and with each other.

Leadership and Management – Good

Mary understands her role fully in safeguarding and the requirements as set out in the Statutory framework for the early year's foundation stage (2021) A visitor's log and medicine forms are both in place.

Mary understands all referral procedures in line with MASH and LADO as well as the Prevent Duty, and she was able to answer all questions relating to child protection and safeguarding.

Mary has good interactions with the parents, she shares the policies with them and sends messages about how the children enjoy their day. Mary has created a parent information stand with leaflets for parents to access and gain information on SEND, child benefits, and toilet training. These resources support the parents further in caring for their children.

Mary has good links with other local childminders and uses these opportunities to share good practice and build positive relationships with them. Mary is committed to improving her own knowledge and development in the early years and is planning to update herself further through the tiny app. Mary needs to review her policies and risk assessments at least once a year to reflect any changes or updates.

Quality of Education – Good

The environment supports the children 's learning by bringing real elements such as pasta play into the home corner, where children are able to enjoy "making dinner" and counting how many friends they need to cook for. The children learn about other countries, and Mary was observed having discussions with the children about the country their parents are from, linking to what different types of animals live there. Mary extended the children's learning by asking them to create a picture of the animals and displaying them on the wall with real-life pictures, for the children to discuss.

The children have an open dialogue with Mary, as they play both with her, with each other and independently. Mary understands the balance to be struck between being near and on hand if the children want to engage with her, whilst knowing not to jump in and interrupt their play experiences, such as during meal preparation role play. Mary has a natural and warm approach to her interactions with the children. The environment is set up to stimulate the children's interests with real-life resources, such as natural baskets for collecting and transporting their toys, mark-making with different textured paper at the table, singing and telling stories. Mary adapts her interactions and expectations of the children based on their age and stage of development.

The creative area has various-sized utensils, brushes, stamps, pencils and crayons so the children can make their own creations. There are real-life objects entwined in make-believe play. Pots, pans, utensils and pasta enable the children to experience real-life cooking and eating in the home corner. Mary takes the children out into the park regularly and pictures on the wall reflect their nature walks and free play outside.

Routines could further enhance the setting by adding photos of the children at their level, and having photos on their coat pegs to enable them to self-register and identify and recognise themselves. The environment can be more interactive if Mary displayed the children's work at their level to further their understanding of identity and belonging within the setting.

Personal Development and Independence – Good

Mary's patient approach enables the children's routines, such as hand washing to be calm. A handwashing song helps the children know what time it is and enables the children to follow the hygiene routine easily. The children are encouraged further by putting the used paper towels in the bin after they have finished washing their hands.

The children are able to self-serve their food and adaptations are taken into consideration by Mary providing big and small spoons for the children to serve themselves their own food on their plates. Meal time was enjoyed as the children are offered foods they like and enjoy at home through consultation with the parents. Food preferences are acknowledged as Mary also discussed food likes and dislikes with the children when planning the menu.

Mary sat and ate with the children, further enhancing their meal time as she role-modelled eating, creating a family-style atmosphere. Meal times can be enhanced further if the children develop increased independence by setting and clearing away the table at meal times.

There is a large well presented book area which includes a range of stories covering diverse themes, and Mary acknowledges the range of backgrounds children have. Mary incorporates the children's own cultures and explores age-appropriate information about the different areas of the world, talking about the animals that live in the country to capture the children's interest. A display on the wall of the animals discussed and the children's pictures supported this learning and the real-life experiences and traditions the children have. The children would further benefit by the displays being brought down to the children's level to enable them to see the pictures and appreciate their own work.

Behaviour and Wellbeing – Good

There are consistent boundaries in place to support children's behaviour, with Mary supporting the youngest children to understand boundaries and supporting them with their feelings as they emerge. An older child who openly expressed that they were feeling upset, was given prompt comfort and cuddles from Mary, to help them to reflect and regulate this emotion.

The children are respected for their choices of how things make them feel. A child wanted another child's shoes and Mary calmly explained why this was not possible and supported the child to return the child's shoes to the shoe rack where they belonged. This was difficult for the child, however, Mary supported the child to acknowledge her request, and to establish the reasons why this couldn't happen, helping the child to move on from this situation.

Mary has created a cosy area near the book corner for the children to lie down and relax, and either look at books or look into the large framed mirror to support the children to express their feelings by viewing themselves in the mirror. The children made faces, laughed and shared their reflections by looking in the mirror together.

The children are forming friendships, playing alongside each other, and learning boundaries as they confidently communicate with each other both verbally and non-verbally. The youngest children are given more time and the children's feelings are allowed to be expressed, whilst Mary supports them with kind and responsive words.

Throughout the visit, Mary gave the children choices and praised their efforts and decisions. Mary used polite dialogue and requested the children try and have a go at tidy-up time and discussed where the toys belong. Good preparation talks for 'what's next' and 'then after' with explanations, help children to be prepared.

Professionalism, Attitudes and Engagement– Good

Mary has a positive outlook on her Tiney home nursery and is looking at ways to improve the setting. There are two other childminders nearby whom Mary liaises with and shares ideas and knowledge.

Mary has a good relationship with the parents and provides a parent information rack with leaflets on various topics displayed to support parents who attend the setting.

Mary uses her knowledge and experience from working in a nursery setting previously. There are elements of this knowledge that Mary uses to enhance her setting within routines and experiences for the children. It is advised that Mary Further's continuous professional development with Tiney via the app to further her own professional development.

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

Any Required Actions from this visit?	Date of completion
Implement regular fire drill practice with the children, keeping a written record of each drill	30/12/2022
Review all Policies and Procedures adding the date and signature to confirm the review has been completed	30/12/2022
Download the latest 'Behaviour' and 'Complaints' policies from the tiny app. Ensure Tiny contact details are within the complaint policy.	30/12/2022
Review Risk Assessment and add an outings Risk Assessment to file with parents signed permission to outings or visits	30/12/2022
Increase professional development by viewing webinars and training on the tiny app from the current 3.9 hours to 15 hours	30/01/2022

Recommendations for how the provider can enhance their provision / areas for continued professional development
Attend a refresher Food Hygiene course.
Bring displays of the children's work at children's eye level to support their appreciation and identification of their own creations and designs.
To support children's self regulation, create images or photos of emotions that the children can select and display if they wish in an area on the wall at their level.
To support the children's independence and identity, create a self registration area on the wall with a photo and name of each child that the children can select and display themselves.



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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