



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!

Name	Allyson Foggie
Registration number	TY0621007
Address	14v Maskell Way Stanway Colchester
Date of visit	18/07/2022
Name of Quality Inspector	Oshra Murphy
Date of registration	24/06/2021
Number of children on roll	4
Number of children in attendance during visit	1
Registered assistants on site	None
Evidence of any previous actions being met	No

Grading

Quality of education – [Good]

Allyson has high expectations for the children in her care. She plans effectively to support them in developing their confidence, and independence. Allyson understands the impact the pandemic has had on children's learning and development, especially their social skills and language, and within the setting she effectively supports their language and communication skills. Allyson introduces early mathematical concepts into everyday play. Children are also helped to recognise their name, by the time they leave her care, in preparation for their next stage of their learning. Children have access to a range of different outings, such as visits to the zoo, play parks and soft play centres.

Children's physical development is supported well. They benefit from a spacious garden which allows them to run and climb. Children's fine motor skills develop well; they hold a pen in a tripod grip and draw circles on paper. Children's literacy is supported both at Allyson's setting and at home, with a love of reading evident. Children self select and choose their own books and they read them to each other and to Allyson. Alyson supports parents to read with their children, by encouraging the children to take bookbags home to share. Parents in return send photos and examples of the reading they have done at home.

Children are continually spoken to and involved in their day to day activities, with Allyson explaining what is happening throughout the day as well as offering children lots of choices. For example, children are offered different types of resources to use with the learning experiences on offer. However, at times children do not fully benefit from exploring a certain resource as Allyson is too quick to move them on. In general, Allyson asks children relevant open-ended questions. However, at times, she does not allow children enough time to process and respond to questions and requests.

Allyson meets with other childminders. She shares practice and goes on outings together. This supports children's social development. She is also part of the tiny local group.

Personal development – [Good]

Allyson supports children's self care and hygiene well. Young children learn to use the toilet independently, with their privacy respected. They know and ask Allyson to go to the toilet when needed. Children learn the importance of washing their hands. For example, Allyson explains to a child why it is important to wash their hands with soap before one of the meal times, with the children and the childminder counting the times they rub their hands together.

Children are supported in taking age appropriate risks. For example they are supported when they are trying to climb up the slide. Children are taken on various outings, such as to the local woods where they climb, run and balance. Children learn about the environment around them, which is extended with visits to the zoo and the farm, where they learn about the different animals and their life cycle. For example, children learn about the life cycle of the frog after observing one in the pond on the farm.

Children learn about themselves and their features. They can identify their facial features. For instance, whilst looking in the mirror children comment about their own features that they can see. Children benefit from a healthy diet, and enjoy different fruits and vegetables with Allyson encouraging children to try different food that might not be familiar to them. Children are involved in meal times; children help Allyson to cut their own sandwiches using their own choice of cutters. Snack and mealtimes are a relaxing and engaging experience.

Allyson uses her previous experience and knowledge as a teacher to support children learning and understanding of different cultures. Children learn about different holidays and celebrations, such as Hanukkah, Eid and Diwali. She shares these with the parents and involves them in the activities and learning. Allyson has a good settling-in procedure in place; she understands that each child is different and adapts the procedures accordingly. She works with the parents to support children's transition into her setting and make the separation process as easy as possible for the whole family.

Behaviour and attitudes – [Good]

Children benefit from a good and consistent routine. They know what is happening now and what will happen next. For example, children know that they will have a rest after they finish their lunch. Children develop resilience and feel safe and secure. They are confident to tell Allyson when they are tired and need a rest. Allyson supports children with understanding their emotions and she is patient and sensitive in her approach. For example, during any disagreements, she explains reasons why calmly to the children, and offers appropriate solutions.

Allyson listens attentively and sensitively to children. She responds in an age appropriate way. Children's needs and views are respected. Children feel safe and secure, and they approach Allyson for comfort and cuddles when they need it. Allyson shares information about the children's daily experiences effectively with the parents; and support for parents is strong. For instance, she takes account of individual family circumstances, and offers additional support as required.

Leadership and management – [Good]

Allyson has robust policies and procedures in place. She has a clear fire evacuation procedure which she practises with the children every month. Allyson evidently engaged in continuous risk assessment of her premises and she is aware of the importance of ensuring children's safety, and of the importance of carrying out these thorough risk assessments. For instance, when planning a special outing, she conducts an in person separate visit first. This enables her to have a comprehensive risk assessment of the venue. Allyson has good relationships with her parents. She keeps them updated with their children's development and learning. She does this through a learning contact book, use of the tiney app and through messaging. She listens and supports parents.

Allyson is aware of the latest changes and the importance of keeping her knowledge up to date. She completes and logs her training on the tiney app.

Social and emotional well being – [Good]

Allyson has good relationships with the children in her care. Children show that they feel happy and secure. They move confidently as they play and explore both indoor and outdoor, choosing their own resources moving them from one area to another. Children become fully engaged in their own learning. As mentioned previously, children are confident to communicate their needs and wants to Allyson, and they are nurtured and well cared for, with Allyson offering a kind, calm and nurturing environment for the children to attend.

Allyson provides children with uninterrupted time for playing and exploring . However, at

times, the children would benefit from extended periods of time to discover and explore, and to work things out for themselves.

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

Children are confident and independent. They choose their own resources and activities. They lead their learning and are supported well by Allyson. Children behave well. Children's views and wants are taken into consideration by Allyson who responds to them promptly and in an age appropriate way.

Children form strong bonds with Allyson who is caring and sensitive in her approach. They feel confident to come over for comfort and cuddles when they are tired or upset. Children's self care is supported very well. They learn to use the toilet independently, and wash their hands. Allyson explains to them the reason for washing their hands clearly and in a way that they remember. Children are praised for their efforts and achievements. Children learn the concepts of mathematics and they learn to count and are able to recognise some shapes. Children's language and communication is well supported. They are constantly and consistently spoken to.

Areas of strength

- Children's language and communication is well supported. They are constantly spoken to and things are explained to them.
- Children benefit from a good routine. This helps them understand what is happening now and what will happen next.
- Children benefit from a healthy diet, provided to them by Allyson.
- Children become confident and independent learners.
- Children are taken on different outings which help them learn about the environment and nature around them.

Areas for further professional development

- Allow children more time to process and respond to questions and requests asked of them
- Allow children more time to explore activities and resources in a way that embeds their learning further.

Safeguarding

- Allyson knows the roles and responsibilities required of her, in keeping children safe from harm
- Allyson knows and can recognise the signs of abuse and neglect.
- Allyson has good knowledge of all safeguarding aspects, including Prevent duty and FGM
- She knows what to do and who to contact if she has a concern about a child or an adult.
- Allyson carries out regular risk assessment and fire drills with the children
- Allison's house is safe and secure for children.

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

Actions	Recommendations	Date of completion
	Allow children more time to explore their activities in a way that allows them to embed their learning further.	To be embedded over the next few months
	Allow children more time to process and respond to questions and requests asked of them.	To be embedded over 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