



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	Aisha Khan
Registration number	TY1221001
Address	IG1 2EW
Date of visit	15/12/2022
Name of Quality Inspector	Oshra Murphy
Date of registration	02/12/2021
Number of children on roll	3
Number of children in attendance during visit	1
Registered assistants on site	0
Evidence of any previous actions being met	No
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

Children are happy to attend Aisha's home setting. They independently explore the well thought out environment, which is set around their individual interests and next steps. Children demonstrate that they feel safe and secure.

Children form good bonds with Aisha who is caring and attentive in her approach. They feel confident to go to her for cuddles, comfort and support. They continually come over to Aisha and show her their toys and invite her to join their play.

Children's physical development is supported well. They go on outings to the park and enjoy playing in the garden. They learn to take risks as they climb and run around. Children move around the setting confidently. They enjoy dancing and simple action rhymes. Children enjoy art and sensory activities. They explore flour and sand using various resources. This helps them develop their fine motor skills.

Leadership and Management – Good ▾

Aisha is aware of her role in keeping children safe from harm. She has very good understanding of all aspects of safeguarding, including radicalisation and FGM. Aisha can identify the signs and indicators of abuse and knows what to do and who to contact if she has a concern about a child or adult, including allegations against herself or anyone in her household.

Aisha ensures her policies and procedures are up to date. She shares these with parents and ensures they understand them. Aisha continually assesses the environment both indoor and outdoor through regularly updated risk assessments. This ensures that children are safe and secure.

Partnerships with parents are good. Aisha regularly informs parents about their children's activities and learning and development. She does this through the tiny App and face to face.

Aisha is a reflective practitioner. She can reflect on her practice and can identify areas for improvement. However, she has yet to use the tiny framework to even more effectively reflect on her practice.

Quality of Education – Good ▾

Aisha knows her children well and has high expectations from them. She collects information from parents about their children's interests, likes and dislikes, prior to their attendance. She uses this to plan activities to help children settle in. Aisha uses observation and assessment to identify and plan for children's next steps based on their interest and likes, which helps them engage and learn. As a result children make good progress in their learning and development.

Children have free access to a range of books. Aisha reads and sings rhymes to children daily. However, this could be enhanced by using the resources available to her, to fully engage children in singing, such as by using puppets and musical instruments.

Aisha communicates and speaks to children throughout the day. She uses language that is adapted to children's ages and stages of development, introducing new words to the conversation. For example, she repeats the word 'banana' to young children as they play in the home corner. That means that children develop their speaking and listening skills.

Aisha takes her time while caring for children's care needs, such as changing their nappies and when feeding young children. Aisha speaks and sings to them throughout. As a result children are engaged and respond well.

Personal Development and Independence – Good ▾

Aisha provides children with healthy fresh home cooked meals. She encourages children to clean their hands before eating. Children feed themselves, including the youngest children. Aisha encourages them and praises them regularly. As a result children become independent.

Nappy changing and times where personal care is carried out is interactive; Aisha sings to the children and talks to them. She speaks to parents about toilet training and they work together to support the children collaboratively both at home and her setting. For example, Aisha and parents share the activities they do at home and in the setting with each other, such as special outings.

Aisha is aware of children's background and cultures. She shares different celebrations and special days with the children, such as Diwali and Christmas. She invites parents to participate in celebrations and share their experiences with herself and the children, such as cooking specific foods.

Behaviour and Wellbeing – Good ▾

Aisha's home is warm and welcoming both for children and parents. Children explore the environment freely, and their play is allowed to naturally occur uninterrupted. Children choose their own resources and toys, which are arranged in a way that is inviting. Children who feel tired or need to calm down can relax in the cosy corner which is equipped with cushions and soft toys.

Children form a good bond with Aisha who is warm and sensitive in her approach. The relationships are respectful in their nature. Aisha speaks to children in a calm voice, going down to their level and is aware of their needs and wants.

Aisha knows her children well. She knows their strengths and areas of development. She praises children for their efforts and achievements. This helps children to develop their self confidence.

Children benefit from a consistent good routine. She gives children enough time between activities to allow transitions to be smooth. The routine allows children to know what is happening now and what will happen next. As a result, children's behaviour is good.

Professionalism, Attitudes and Engagement– Good ▾

Partnerships with parents are good. These are built on respect and are highly professional, with Aisha talking with and listening to parents, taking their views and suggestions on board. She discusses her plans and explains the reasons for them to parents.

Aisha uses the tiny App and understands how it can benefit herself, the children and the parents. She shares observations and assessments with the parents. However Aisha needs to effectively and regularly use the tiny community hub to support her practice.

Although Aisha takes children on outings to the local parks she does not take full advantage of local groups to extend and support children's social skills.

Aisha is a reflective practitioner. She assesses activities she plans and thinks of ways to improve them in order to support children learning and development and provide them with activities that will allow them to develop and achieve. Aisha had not yet used the tiny quality framework to support her to reflect on her practice even further.

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
N/A	DD/MM/YYYY

Recommendations for how the provider can enhance their provision / areas for continued professional development

Enhance singing and storytelling, to be more interactive and age appropriate, by using strategies such as the use of props, musical instruments and actions to engage and support children's learning further.

Make use of the tiny Quality framework to identify strengths and areas of development, to reflect and to improve practice further

Improve engagement with the community hub and local tiny childminders group, in order to maximise the support she receives and improve socialising both for the children's benefit and for own wellbeing.



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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