



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	Jennifer Spencer
Registration number	TY0921013
Address	HA8 5QB
Date of visit	11/10/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	28/09/2021
Number of children on roll	2
Number of children in attendance during visit	1
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 with potential to be outstanding, particularly in the area of quality of education.

Jennifer provides a high-quality education-based nurturing setting where the children can learn through play with access to varied resources and experiences to support their learning and development.

Jennifer's environment is bright and stimulating to the children to support their learning. There are many opportunities for the children to experience real-life occurrences through their play as Jennifer is ambitious in extending the children's interests through outings, discussions and play. There is a drive to ensure confidence and independence within the setting as day-to-day routines are weaved into the day to support the children.

Leadership and Management – Good

Jennifer understands her responsibilities in ensuring all safeguarding and requirements within the EYFS are met. Jennifer has knowledge of the reporting of required procedures and through the correct channels.

Relevant documentation is in place to support the smooth and safe running of the setting including a visitors log, accident/incident review book and risk assessments.

Jennifer ensures that parents are aware of all policies and procedures and these are shared and signed by parents.

Jennifer has developed a good link with tiny and has developed positive communications with the local primary school and the further education colleges in the surrounding areas.

Jennifer is passionate about her setting and wants to develop her skills further through her links with the local colleges and early years departments.

Quality of Education – Good

The environment is richly resourced and set up to support learning in every activity and experience. The learning is fun, interesting and enhanced to take a child's imagination and learning to the next stage. Jennifer ensures activities stimulate discussion. A light box that shows natural objects such as leaves and conkers collected on a walk supports the children to discuss the world around them and develop their senses.

Jennifer follows the children's interests and scaffolds their learning by planning how they may extend it. For example using a display of dinosaurs in eggs to add the names of dinosaurs to the children's vocabulary as well as talks of visiting an exhibition in the future to further enhance their knowledge. Jennifer provides opportunities across the setting for children to learn through play and through their experiences.

The setting enables the children to move around to access resources and labelled storage and containers enable free exploration. For example, a child was able to self-serve in play by accessing various materials, objects and toys to embellish their game. Objects woven into the playroom have learning objectives and labels that support literacy and writing.

Jennifer's observation methods ensure children's interests are taken into account with planning and parents are informed of children's development stages.

The children have access to a wipe board where discussions about the weather and days of the week can take place. Jennifer consistently enables children to be curious learners, not interfering, stepping back and observing, keeping up with the child's learning and play.

Jennifer has received positive feedback from a school where a child has recently transitioned. The development review she provided assisted the teachers in supporting the child to settle in and understand their learning style.

Personal Development and Independence – Good

Jennifer's effective care practices within a positive learning and play environment promote resilience, confidence and independence in the children. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Jennifer teaches hygiene practices with visual prompts on how to wash hands effectively. Jennifer assisted a child with their fear of the toilet by being understanding and providing a mini toilet to alleviate the child's fear.

Oral health is also promoted with the opportunity for the children to understand the importance of cleaning their teeth. Jennifer thinks of opportunities to bring real-life experiences into the children's learning with the possibility of visits to the dentist for the child to observe what happens at the dentist.

Jennifer is passionate about the importance of independence. The post that is delivered through the letterbox is collected by a child and discussions with the child lead to who the letter was for and where it may have come from further enhancing their learning. Jennifer uses real-life experiences to support the children's learning at every opportunity.

Offers to select cutlery encourage choice. Jennifer has named the back of the chairs with the children's names so that they can find their personal chair and placemat for their meals. This gives a warm family feel to the routine and a sense of belonging for the child.

Jennifer has embraced the culture of the children and is beginning to learn keywords in a language spoken at home. This is a positive attitude and practice within the setting. Jennifer can further enhance culture and language from around the world by discussing with the children their origins, bringing items of their culture and writing keywords in home languages on the board in her setting.

Behaviour and Wellbeing – Good

Behaviour and well-being are supported well within Jennifer's setting. The expectation of the children is to be respectful and courteous. Jennifer models respectful interactions and conversations in all her communications to show the children what is expected of them.

Positive behaviour was observed on the day of the visit and Jennifer's requests were listened to and acted upon. Jennifer allowed the child's play to end when the child felt their play had finished. By allowing the child space and time to play the child was enabled to progress and learn in their own time. Jennifer pauses and waits for the child's response in each activity and communication.

Jennifer acknowledged a child who put a mask on their doll, marking covid restrictions. Jennifer talked with the child about this to show understanding and enable their expression

and acting out of their real-life experience of covid.

Jennifer has provided a cosy area with emotion cushions and the opportunity for feelings to be expressed. Big feelings and anxiety for new events are effectively supported as Jennifer understands that children might be feeling anxious to go to school or unhappy about a particular situation. This is talked about at circle time. A child expressed their emotion to Jennifer during the visit by saying ' Jennifer, I feel happy' This can be further enhanced if the children can place their named emotion on the interaction board.

Professionalism, Attitudes and Engagement– Good

Jennifer is level 3 qualified in childcare, she understands the importance of keeping up to date with early years and wants to share her knowledge with others.

Jennifer has a great relationship with the parents and updates them with pictures, videos and observations of the children's 'wow moments'.

Jennifer uses different online platforms and apps to ensure care information such as toileting, meal times and sleep are recorded and sent to the parents.

Jennifer has good links with the local school and colleges in the area with good feedback from a school regarding the transition of a child.

Jennifer observes and records the developmental milestones of the children and is aware of the importance of capturing the children's development in reviews and observation reports

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
Display keywords in children's home languages on the board	30/11/2022

Display Insurance Certificate	31/10/2022
Increase CPD on App from 9.3 hours to 15 hours	30/12/2022
Inform tinea of temporary garden works in garden as it is out of bounds and keep them informed once back in use	31/10/2022

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

Enable children to set the table, and clear away at meal times

Create feelings photos that can be put up on interaction board after self-registration with a picture and their name



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