



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	Marie Oprea
Registration number	TY400006
Address	HA3 5HD
Date of visit	09/09/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	20/05/2020
Number of children on roll	12
Number of children in attendance during visit	4
Registered assistants on site	2
Evidence of any previous actions being met	Yes
Overall Grading	Support Plan

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 children are settled and happy, and have built a good attachment with both Marie and her assistants. Marie and her assistants care about the children in their setting, and they know their children well. Newer children have also settled well, demonstrating the setting's caring ethos.

Marie is carrying out a level 3 qualification, which will benefit the setting and the children.

Marie's childminding practice is not yet good or outstanding, and support is needed to ensure that Marie is meeting the statutory requirements. They will offer support to aid Marie in making the necessary changes to her setting.

Leadership and management – Support Plan

Daily diaries have been recently introduced, to support communication with parents, as well as regular communication with the parents using a messaging app. Marie employs an assistant who focuses on the food and meal preparation, and an assistant who engages with the children. The assistant engaging with the children and Marie are observed communicating well, with Marie, offering direction, and preparing the assistant for what is coming next.

Marie understands all referral procedures to LADO and MASH, and has an understanding of Prevent Duty. Marie has started her level 3 in Early Years and this will further enhance her knowledge and skills in Early Years. Sharing knowledge learnt and enabling the assistants to also gain knowledge of the early years will enhance the care and learning opportunities for the children

The Leadership and management of Marie's setting requires support to improve. Children's files / the children's passport / consent options on the app need to be fully completed. Two Year Checks and other necessary documentation, must be in place and completed at all times.

Children need to have access to the outdoors every day, and Marie needs to support parents in their understanding of the benefits of outdoor play, adhering to the statutory requirements as laid out in the EYFS for outdoor provision. The indoor environment has been effectively risk assessed, however the outdoor space needs to be more thoroughly risk assessed, to ensure that all hazards and risk have been mitigated.

In order for children to sleep upstairs, a stair gate will need to be added to the top of the stairs and locks added to the bedroom doors.

Quality of education – Support Plan

During the visit, Marie was observed talking to a child about their 'trip on holiday', and Marie engaged in conversation with the child about their holiday, and included this within the play. This was a good example of extending a child's play and extending communication, however this wasn't observed in other areas of the day, and this needs to be embedded into all parts of the day, and needs to happen more regularly.

The activities observed focused mostly on adult directed activities, with the children being moved on to other activities after short periods of time. Therefore, opportunities for extending play were missed, and would benefit from allowing children to explore, learn and develop new concepts. Children's learning would benefit from having free opportunities for creativity and for the children to engage in child-led play experiences. As an example, the children were observed building and knocking down bricks. The assistant built most of the tower, and the children interacting were only allowed to knock it down when given the ok to

do so. Allowing the children the freedom to engage and explore with this activity themselves, would have enhanced this activity.

Open-ended dialogue needs to be introduced in the setting, with the children having an opportunity to think and respond to questions that will grow their vocabulary and encourage communication and language.

During the visit, the children were observed with high energy, and the routine not including outdoor provision affected the children's quality learning experience, not providing the needed opportunity for them to run, explore and play, and develop their gross motor skills.

Personal development – Support Plan

The children had access to healthy food opportunities at snack and lunch times, with however the mealtime routines were rushed, with the adults hurrying the meal times to move to the next part of the day. Opportunities for the children to experience a family setting style of eating together, with adults sitting with all of the children to model eating and to engage in conversation, would support children in their learning. Particular focus to the younger children is needed at mealtimes.

Children are encouraged to take a role in their self care and hygiene, with the assistant giving the children their individual wipes for their faces. This could be extended by offering more support and direction at these times, and offering children mirrors to be able to take more leadership of their own self care routines. The assistant and Marie could teach the children to become increasingly independent in managing their personal needs better by allowing them to pick their flannels or wipes at the end of meal times.

Although there was the opportunity for children to rest, the children had an unsettled sleep time as they had not had the opportunity to go outside. Nappy changing routines need to be reconsidered, to think about the most suitable place for the children to be changed.

Behaviour and attitudes – Support Plan

Marie has completed behaviour Management training in 2021, and in general on the day the children played happily together. Marie was observed supporting a child who wanted another child's dolly, helping the child to find a solution and responding to their need promptly. The child seemed to be happy with this alternative and Marie continued the learning by engaging and talking with the child about their play.

The routine, at times, did not support the children with their behaviour, such as when the routine was rushed, or when supporting children during quieter times of the day. Marie will need to support on co and self regulation strategies, and how to embed quieter calm areas

within the room.

Social and emotional well being – Support Plan

The children are settled and happy, and have built a good attachment with both Marie and the assistant. Marie and her assistant care about the children in their setting, and they know their children well. Newer children have also settled well, demonstrating the setting's caring ethos.

Routines were observed on the day of the visit as being rushed. This can be further nurtured by Marie and her assistant slowing down all routines and giving longer opportunities for the children to play and participate in activities, further supporting their social and emotional wellbeing. This will enable the children to fully experience the routines and support children to make choices, plan, and become autonomous learners.

Marie explained that she has a good relationship with her assistant and that she talks with her about plans for the setting, which was observed during the day. Marie needs to consider the importance of supporting the assistant's emotional well-being and creating strategies to support this, as the assistant was called several times from her break to help Marie, which interrupted her rest times.

Any Actions from the previous QA / compliance visit on 04/08/2021	Action met? Yes / No	Comment / Actions / Recommendations
Visitors book to be put in place and kept at front door	Y	I was asked to sign in and out on day of the visit.
Enabling environments - Resources to be boxed, labelled with easy and safe access for children	Y	Observed as in place.
Safety - Risk assessments - garden. Make it safe and clean. Age-appropriate activities and provision	N	Children did not go into the garden. Garden was not appropriately risk assessed.
Meeting the needs of all the children - those being outside vs those needing to be in Age appropriate activities and provision	N	Needs to be further embedded
Health & Safety Risk assessments	Partly met	The indoor play spaces have been

Any Actions from the previous QA / compliance visit on 04/08/2021	Action met? Yes / No	Comment / Actions / Recommendations
to be completed in house to ensure the setting is safe for the children to play in and they immediately are helped to understand how to keep the premises safe and appropriate behaviour (no running)		effectively risk assessed, however the upstairs sleep room and the garden need risk assessing effectively.
Registers - to be recorded daily with the accurate times of attendance	Y	Checked on App and children signed in and out
Policies and Procedures to be fully updated in line with current guidance for Covid and EYFS	Partly Met	Policies need look at again, to ensure they are effective
Leadership and management Processes for assistants - job descriptions Plan for the day for each assistant, clear roles and responsibilities	Partly Met	Clear roles, however supervision needs to be implemented
Training on behaviour management/self-regulation	Y	Training has been attended, however further support is needed.

Any Required Actions from this visit?	Date of completion
Increase Continuous Professional Development to ensure Marie and her assistant are meeting the minimum requirement of 16 hours per year.	Ongoing over the next 12 months
Provide evidence of the car's business insurance to tiney, prior to using the car for any transportation of children.	14/10/2022
A more thorough assistant induction programme to be implemented into the setting.	Throughout October 2022
Two Years Checks to be completed for all children that require them, within the correct timeframes.	Immediately and ongoing
Medication Policy to be implemented, and forms always filled out	Immediately

Any Required Actions from this visit?	Date of completion
consistently.	and ongoing
Consent & Child's Passport must be filled out for all children that are being cared for.	Immediately and ongoing
Children must have access to the outdoors each and every day.	Immediately and ongoing
Garden Risk assessment - a garden risk assessment must be completed, and Marie needs to find a way to manage the risk daily, and check each day prior to opening the setting.	Immediately and ongoing
Marie and her assistant to carry out the new tiney behaviour, implement the new behaviour policy, and watch back tiney webinars.	November 2022
Fire Evacuation Log to be implemented, and drills carried out with the children.	Immediately and ongoing

Recommendations for how the provider can enhance their provision / areas for continued professional development
Marie to engage with Tiney's Support Plan that will improve her setting and enable her to become fully compliant, provide appropriate learning and care environments for the children
Marie to review the learning environment both indoors and outdoors to give the children adequate time for challenging, interesting, child led play activities
Marie will benefit from completing the training on the Tiney app and finish all areas of reflection and how the training can be implemented within Marie's setting.
Lunch time arrangements and mealtimes, to consider where children should sit, and better consider the seating arrangements for the youngest children
Marie to consider how to more effectively manage children's requirement , such as by displaying children's allergies on a list, and using placemats.
Marie to reconsider where nappy changing should take place, thinking about the needs of the children.



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