



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	Rachel Hill
Registration number	TY1121018
Address	SS11 7FL
Date of visit	29/11/2022
Name of Quality Inspector	Oshra Murphy
Date of registration	30/11/2021
Number of children on roll	5
Number of children in attendance during visit	2
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 Rachel's home setting. They build close and warm relationships with Rachel who is very attentive, sensitive and caring in her approach. Children feel confident approaching her for cuddles and comfort. Children's independence is well supported. They choose books and feed themselves. They are happy to approach visitors and share resources with each other.

Children are listened to and they are confident to voice their needs and wants in a variety of ways, both verbal and non-verbal. They are constantly spoken to and offered choices. All children, including the youngest ones, are making good progress in their development and learning.

Children behave well. Rachel has a calm approach when supporting children's behaviour. She identifies when children are tired or upset and talks to them in a calm and respectful voice explaining what is happening now and what will be next.

Leadership and Management – [Good]

Rachel has a good understanding of her role in protecting children from harm. She has good knowledge of all the safeguarding aspects, including Prevent and FGM. She can identify the signs of abuse and knows what to do and who to approach if she has a concern about a child or an adult, including allegations against herself.

Rachel policies are up to date and are reviewed regularly, she ensures that parents are aware of these and shares them with them at the beginning of their child attendance with her. Rachel's house is safe and secure. She thoroughly assesses and reviews these regularly. She risks assessing any outing she takes with the children and ensures she has parents permission.

Rachel strives to provide high quality teaching and care for the children in her setting. She understands the importance of keeping her knowledge and understanding up to date. She plans to participate in further courses that will enable her to do so. She constantly reflects on her practice and has ideas of how to improve. She uses the tiny App to look for suggestions and advice from other childminders.

In General, children benefit from resources that are suitable for their age and that are inviting and stimulating, which support their learning. Rachel set up the environment and activities in a way that allows children to explore. However, at times, this can be limited, with children do not always have free access to resources of their choice. Children would benefit from being able to self-select according to their interests.

Quality of Education – [Good]

Children make good progress in Rachel's setting. She takes time to know their individual needs and interests. Rachel uses these to carry out observations and assessments, and uses these to plan activities according to children's next steps. Children are encouraged to explore planned activities for them and do so uninterrupted.

Rachel has a good settling in process. She works together with the parents to adapt this to children's individual needs. She collects information about children's needs, interests, likes and dislikes. This helps her to prepare for the children joining the setting, and to plan activities to help children settle in, supporting children to in turn feel safe and secure.

Rachel supports children's language well. She effectively speaks to children, explaining what they are doing. She introduces new words to the conversation and ensures she goes down to their level and keeps eye contact with them. Children enjoy looking at books, joining in with familiar rhymes and listening to stories. They enjoy regular visits to the local library where they listen to stories and choose their own books to take back to Rachel's house.

Personal Development and Independence – [Good]

Children's independence is supported well. Children learn to put their shoes on, wash their hands and begin to use the toilet. They move freely and confidently around Rachel's setting. Rachel praises them for their efforts as well as their achievements. She encourages them to keep having a go. This helps children become resilient.

Children go on outings and visits. They enjoy climbing, running and jumping while playing in the local park, which all supports children in their physical development. Children visit the farm and the sea life centre where they learn about animals and nature. Rachel celebrates special days with the children, such as the queen's jubilee. Rachel is planning to celebrate Christmas and Hanukkah. She plans to get parents involved, asking them if there are any special events they would like her to introduce to the children. Rachel understands the importance of supporting children to learn and understand about their diverse community they live in. This supports them to develop understanding about the world they live in.

Behaviour and Wellbeing – [Good]

Children form good relationships with Rachel, who is warm and sensitive in her approach. Children feel confident to go to Rachel for comfort and cuddles when they need to. Rachel values and respects each child. She speaks to them in a manner that supports their confidence and self esteem. She knows children's individual interests, needs and their family background.

Rachel helps children to start understanding their emotions. She talks to children who are tired and upset in a calm and quiet voice. She explains to children who are upset that she understands the way they feel, naming their feelings. She uses books and a wall chart to help children identify their feelings. Rachel ensures she spends time individually with each child, listening and supporting their learning and development further.

Rachel supports parents through the settling in process. She adapts this to suit individual children and families. She is open and approachable in her relationship with parents and seeks their views and feedback regularly.

In general, children's behaviour is good. Rachel has a good routine that she follows with the children. However, at times, transition between activities could be more effective. Children are not always given enough time to complete what they are doing, process and understand, which would support transitions being smoother.

Professionalism, Attitudes and Engagement– [Good]

Rachel is very ambitious and has high expectations of herself and the care she provides for her children and families. Rachel is very reflective. She continuously evaluates and reflects on her practice throughout. For example, whilst discussing supporting children's emotional development, Rachel has already developed strategies to improve her practice further, discussing different activities that can improve children's learning.

Rachel uses the tiney app well. She completes observations and assessment. She uses the community hub for support. Rachel completes training provided by tiney and plans to attend further training both with tiney and with other providers. Rachel praises the support she receives from tiney and has encouraged others to join.

Rachel communicates well with parents. She keeps them up to date on their children's activities and development. Relationships are respectful and she is very approachable. She meets regularly with other tiney childminders. She shares practice and ideas with her colleagues via the tiney local community whatsapp group.

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	N/A

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

Reflect on adaptations to the indoor environment to enable children to consistently be able to independently select the resources and toys they wish.

Consider changes to the routine to further support children transition between activities as they grow and develop.

Implement the ideas that Rachel has to provide experiences that will support children to further learn and understand about the diverse community they live in, introducing them to different cultures, traditions and people who help us.



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