



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	Suki Davis
Registration number	TY1121004
Address	CR4 1GF
Date of visit	27/10/2022
Name of Quality Inspector	Ruth Antoniadis
Date of registration	29/10/2021
Number of children on roll	6
Number of children in attendance during visit	3
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

A key person approach is effectively embedded in the setting and children's learning is encouraged and supported within this calm and welcoming environment. The childminder has sound knowledge of the children's individual needs and interests, and embeds this into the curriculum. The curriculum incorporates a blend of child led and adult initiated activities, to support free choice and develop all areas of learning in both the indoor and outdoor environments.

Suki has a good understanding of her statutory responsibilities and has regards to the Equalities Act 2010, Prevent Duty and the safeguarding and welfare requirements of the EYFS 2021.

Overall the 'Quality of Education' 'Personal Development', 'Behaviours and Attitudes' and 'Social and Emotional Wellbeing' and 'Leadership and Management' have been graded as 'good'.

Leadership and Management – Good

All policies and procedures are in place. They are clear, up to date and adhere to the tiny standards, and are in line with the EYFS requirements. Suki has a sound understanding of her role as designated safeguarding lead, and all requirements as set out in the Statutory framework for the Early Years Foundation Stage (2021). She is also aware of her statutory responsibilities and has regard to the Equalities Act 2010 and Prevent Duty.

A key person approach is effectively embedded in the setting and this is evident as the childminder has sound knowledge of children's individual needs and interests, and embeds this into the curriculum. Suki works in partnership with parents to support all children's learning and development, with action plans in place when required.

The setting is free from clutter, open, bright and well thought out. Each area is effectively resourced with a diverse range of books and toys. Most resources are accessible within the learning spaces, and down at the children's level to encourage free choice and cover all areas of learning. Around the setting there is also a diverse range of displays, that are mostly done at the children's level, and have a focus on the children's learning experiences, positive affirmations and displays of children's work.

Suki is committed to staying up to date with her continual professional development and applies to practise the highly effective professional development programme provided by tiny. However needs to update her CPD records and include all the training undertaken, which includes role play in early years, missed opportunities in maths, forest school and developing the outdoor space.

Quality of Education – Good

The daily routine involves a blend of differentiated child led and adult initiated activities, in both the indoor and outdoor environments. Children are offered a range of experiences that enable understanding and involvement in their community, both for the benefit of the children, and to allow the childminder to network with other professionals.. This includes visiting parks, music classes, local walks and trips around London.

The current theme is "Halloween". Some activities observed during the visit included; reading stories, painting pumpkins with different emotions, a local walk and messy play. Throughout the visit the childminder linked core areas of learning into all activities, such as introducing new vocabulary and together with introducing mathematical concepts during reading and singing activities. All seven areas of learning and development are implemented appropriately.

The childminder responds promptly to the children's learning needs, and is not afraid to change things in the moment, when things do not go to plan. An example of this was when a

child became restless and wanted to go for a walk earlier than scheduled and a child wanting to choose and read their own book.

There was a steady pace throughout the visit and Suki consistently prepared children for transitions, by talking to them about what is coming next “I am going start preparing snack” “2 minutes until lunch time” “we are going to get ready to go on our walk”.

Personal Development and Independence – Good

The childminder is sensitive to children's own cultural practices and routines and works closely with all parents to ensure they are met. Suki understands the importance of working in partnership with parents to support children's learning and has developed harmonious relationships and partnerships. This was evident during the feedback given to parents at collection and when communicating with parents throughout the day to provide a range of information to evidence sleep time, meals and the learning that takes place.

Suki values and promotes equality and diversity, and provides children with experiences to learn about people that are similar, and people that are different to them, exploring different family make ups, different cultures, communities, faiths and beliefs. The setting has a wide range of diverse resources in the setting which includes bilingual books, books about different transitions and families, multicultural small world play and dolls.

She provides a healthy diet and balances this with opportunities for rest and exercise. Healthy snacks are given throughout the day and children are encouraged to feed themselves, and to explore using their senses during meal times and messy play, with support offered when necessary. The hygiene practices observed, ensure that the personal needs of children of all ages are met appropriately and Suki teaches children to become increasingly independent in managing their personal needs.

Behaviour and Wellbeing – Good

The childminder creates a warm welcoming environment where children feel safe and secure, demonstrating exemplary friendships and behaviour. Their behaviour was supported using a calm, caring and respectful approach and the childminder always ensured she got down to the children's level when talking to them. The setting encourages independence and has a clear and consistent routine that supports co-regulation and helps children to develop their self-regulation skills. Children also complete their own register by sticking their photographs on the Little Blue Rainbow when they arrive.

There was a steady pace throughout the visit and Suki consistently prepared children for transitions, by telling them what is coming next, as well as ensuring she provided uninterrupted time for play that supported the children's intrinsic motivation.

Suki explained how she works together with the child and family to help them understand the process of settling-in and communicates using a range of methods to build up a rapport. This includes sending postcards, video calls and photographs of the learning environment which has supported children effectively to feel settled and secure.

Professionalism, Attitudes and Engagement– Good

The childminder has developed harmonious relationships and partnerships with parents, which was observed during the visit. Suki works in partnership with parents to support all children's learning and development, with action plans in place when required. The childminder understands the importance of adapting the setting to support children's individual needs and the value of connecting with other local childminders for the children and her own personal development.

The childminder creates an environment that supports a sense of belonging by displaying children's artwork around the setting and allowing children to make choices, plan and become autonomous learners. This is demonstrated daily by giving children options of what they would like for lunch, snack, as well as opportunity to play freely.

Suki understands the importance of reflecting on her practice to further enhance the quality of learning and development within the setting to allow children to make good progress. She also recognises the value of engaging with the tiny app, to support her in all areas of compliance, and quality of practice, use of the childcare register, regular updates for the parent in the learning journal and maintaining an up-to-date CPD log. However, she needs to ensure all is kept up to date regularly.

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

Any Required Actions from this visit?	Date of completion
Risk assessments to be updated	15/12/2022
Update CPD records and upload policies	15/12/2022

Recommendations for how the provider can enhance their provision / areas for continued professional development
Attach labels with words and pictures to all boxes children access to encourage free choice and support exploration and discovery
Update your tiny account with your new testimonials from parents



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