



# Quality Assurance Report **2023**

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!

<b>Name</b>	Samantha Beech
<b>Registration number</b>	TY1120002
<b>Address</b>	E4 6TD
<b>Date of visit</b>	08/03/2023
<b>Name of Quality Inspector</b>	Sarah Doyle
<b>Date of registration</b>	09/011/2020
<b>Number of children on roll</b>	7
<b>Number of children in attendance during visit</b>	5
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	Yes
<b>Overall Grading</b>	<b>Outstanding</b>

**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 receive a high-quality education at Samantha's setting, where a strong focus on the prime areas of learning ensures children make excellent progress in their learning and development.

Samantha and her assistant have developed a positive emotional environment which enables children to develop excellent dispositions for learning. Samantha knows the children and families well, and they are evidently secure and settled in her care.

The setting demonstrates an inspirational commitment to professional development and to reflective practice, which ensures that the setting continues to develop to be as effective as it can be for the children and families.

## Leadership and Management – Outstanding

Samantha and her assistant have a very secure understanding of their safeguarding responsibilities, including actions to take in the event of a concern about a child and allegations against adults, and referral processes within the Local Authority. The safety of the children is prioritised and there are clear risk assessments in place for all areas of the provision, including outings in the local community. Samantha and her assistant understand their responsibilities under the Prevent Duty, and they can explain the potential risks and actions they would take. Children's information such as accident logs and pre-existing injury records include all the required detail. There is a clear evacuation procedure in place, which is regularly practised to identify any areas for improvement, for example, identifying alternative evacuation routes. Policies and procedures are regularly reviewed, tailored to the setting and the cohort of children, and shared with parents on the tiney app.

Since the last Quality Assurance visit, Samantha and her assistant have developed a clear vision and philosophy based on ensuring children feel secure to learn. The curriculum, routines and adult child interactions are clearly driven by this ethos.

Samantha provides her assistant with highly effective coaching, supervision and training and this ensures a consistently high quality of education is delivered. Through reflective conversations, research, and engagement with tiney support, Samantha and her assistant ensure a sharp focus on continuous improvement. For example, they regularly discuss the quality of their interactions with the children and what could be strengthened, and share different ideas for planning learning activities. They know the strengths of the setting and what they would like to develop, and have good strategies for improvement, such as accessing specific training.

There is a strong commitment to ensuring statutory training is up to date, and that professional development is ongoing. Samantha and the assistant attend tiney training and professional development opportunities, and record their reflections and next steps for development. Samantha actively seeks other training opportunities, such as that offered by the Local Authority.

Early intervention is evident, and Samantha works closely with tiney to access SEND support. Children's needs are identified early, and through strong partnerships with parents and external professionals, effective support is planned.

## Quality of Education – Outstanding

Children make excellent progress in all areas of learning. Interesting activities and experiences are planned and informed carefully by children's current interests; this ensures children are highly motivated and engaged. Samantha has a very secure understanding of each child's learning and development next steps, and this shapes the intent for learning activities. For example, some children are involved in matching numerals to quantity as part of a sensory play experience. Samantha and the assistant are able to offer exactly the right level of support and challenge to children as they are knowledgeable of each child's needs.

The development and progress of children is carefully observed and assessed, in close partnership with parents. Ideas for supporting learning at home are shared with parents. Samantha and her assistant share ideas in the moment to scaffold and extend learning, and they adapt activities by adding further resources and challenges.

Children are highly engaged in playful activities. They ask interesting questions and the adults take the time to explore ideas with them. For example, children notice the snow outdoors and this informs a discussion about melting, which is extended into ice play. Samantha ensures learning is contextual, children use money and counting for a purpose when buying cooking ingredients, they begin to identify familiar print when making shopping lists and following a recipe. Routine times are well utilised to promote rich learning opportunities. Young children are observed to demonstrate their early maths skills, for example, counting the poppers on their vest at nappy change, and the number of cups they need for meal time.

Children develop their fine and large motor skills, with plentiful opportunities for physical play and movement both indoors and outdoors. Fine motor control is encouraged in interesting ways that appeal to the children, such as using hammers to break ice and tongs to self-serve their food.

Samantha and the assistant use highly effective strategies for supporting children's communication and language. There is an excellent balance of comments and questions, and discussion and language models are skilfully adapted to respond to children's developmental stages. For example, this is evident with the use of key words and gestures for children developing their understanding, and engaging in possibility thinking and open questions with children with more developed expressive language. The adults ensure children have opportunities to communicate, and offer time for children to think and respond. Children engage well with each other in social discussion and use very well-developed vocabulary.

Story times are multi-sensory and movement based which children respond well to. Book sharing is focused on encouraging discussion and children's own ideas. Samantha has developed initiatives to support language and literacy development at home, including a book club. Parents share that this has supported their child's developing comprehension and vocabulary.

### **Personal Development and Independence– Outstanding**

Samantha works closely with families to gain a detailed understanding of each child, including their culture and heritage. Families are actively involved in the setting, attending coffee mornings, and sharing and celebrating their own traditions. Each child has their own 'special book' which they enjoy looking through with their friends and the adults. This helps children to understand their personal identity and those of others. There are opportunities for children to engage with and learn from people from different communities, for example, an African drumming class was recently held at the setting.

There is a clear and consistent routine in place, which supports children to feel secure, however the routine is flexible and responsive to children's needs, for example, adapted eating and rest times. Children are consulted prior to care routines such as nappy time, which helps develop a respectful emotional environment. Children display high levels of

independence, such as cutting their fruit and setting the table for lunch. They are well supported in their motivation and perseverance as the adults provide sequenced support for children learning to dress themselves. Meal times provide rich opportunities for exploring the children's likes and dislikes and to discuss healthy food choices.

As part of the setting ethos, Samantha and the assistant focus on sustainability and reducing waste. The children talk about using the food waste to feed the chickens, which demonstrates prior learning. Children are involved in growing vegetables in the garden and use these to help prepare balanced meals.

### **Behaviour and Wellbeing – Outstanding**

Samantha and the assistant have effectively developed a positive and respectful learning environment, in which children relate extremely well to each other and adults. For example, there are cosy and quiet areas in which the children can retreat and 'recharge', and Samantha and the assistant consistently model calm and positive interactions, with each other, and with the children.

Children use their developed social communication to ask to take turns, and to check in with friends when they are feeling sad. Adults model the language of feelings throughout the day, and children explore more complex concepts such as feeling 'frustrated'. Samantha and the assistant offer suggestions for how children might be feeling, but do not define this for them, which enables them to develop their own emotional literacy.

There are highly effective co-regulation strategies in place such as negotiation and exploring solutions, well matched to children's development. For example, younger children are supported in finding similar resources when disagreements occur. Children are encouraged to demonstrate their emotions within the safe and supportive emotional environment.

### **Professionalism, Attitudes and Engagement – Outstanding**

Samantha and her assistant make a highly effective team, working together to continuously improve the setting. They are reflective, and are making excellent use of the tiny Quality Framework to accurately self-evaluate their provision and to make positive changes, for example, researching more on the concept of self-regulation and co-regulation.

Samantha and her assistant are active members of the tiny community. They engage in regular training and have led an online development session to share their highly effective practice with others. As a community coach, Samantha supports childminding colleagues to engage with the support offered by tiny, and she also recognises the benefit to her own professional development. Samantha uses all elements of the tiny app to ensure safe and effective communication with parents, for example, children's daily dairies, and to share news and updates.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
To display vision and mission of setting	Yes	
To streamline what the learning focus and intentions are for the children to learn next	Yes	
To consistently embed maths and literacy	Yes	
Identify precise training and development needs to help strengthen the knowledge of the team and to raise the quality of the provision to a higher level	Yes	
To improve the outdoor area in line with the EYFS	Yes	
During child led play, challenge older children more to make sure they learn as much as they can	Yes	
Encourage children to find and recognise their own names on arrival to self-register	Yes	
Introduce name tags for the children	Yes	
Introduce regular parent evenings	Yes	
Join the library with the children	Yes	
Introduce home learning packs to promote further learning and development at home	Yes	
Introduce lanyard cards with emotions	Yes	

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

Display the registration certificate where parents can see this (currently shared on the tiney app)

Further strengthen intimate care routines; nappy changing and toileting, to strengthen privacy for children

Develop even further opportunities for children to be independent in their self-care, for example safety mirrors for children to use when cleaning their face

Consider if it would be helpful to record your curriculum intent - what you want the children to learn and achieve during their time with you. This can be shared and developed with 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