



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	Sarah Winder
Registration number	TY0321011
Address	RH15 8NN
Date of visit	17/06/2022
Name of Quality Inspector	Marc James
Date of registration	19/03/2022
Number of children on roll	11
Number of children in attendance during visit	4
Registered assistants on site	None
Evidence of any previous actions being met	N/A

Grading - Good

Quality of education – [Good]

The childminder is very responsive to the children's needs and builds and extends learning from the children's interests. Children's interests form the basis for learning experiences, with the environment well prepared and thought out. The childminder engages in spontaneous teaching and learning moments, such as during a spontaneous unplanned puppet show initiated by one of the children. Throughout her interactions with the children, Sarah introduces new vocabulary and facilitates discussion with the children, using key questions to gain the children's opinions and thoughts. The childminder weaves key concepts for learning into everyday interactions, such as introducing mathematical concepts during meal times. The curriculum is well planned for all children, and involves a mixture of child led and adult initiated activities, in both the indoor and outdoor environments. All seven areas of learning and development are implemented appropriately, with an understanding that the three prime areas are essential for children's development.

Learning exists on a sea of talking, with the childminder consistently preparing children for transitions, by talking to them about what is coming next. The outdoor learning environment provides opportunities for a range of play experiences, such as access to a mud kitchen and role play, in a large wendy house, which is set up depending on the children's current interests. Children's interests continue to be reflected in the outdoors, for example, one child has a fascination with sticks, and Sarah is confidently able to articulate how she uses this child's simple interests to support a range of multi-layered learning. This is also reflected when transitioning to the garden environment set up, where Sarah has pre-prepared the garden environment around the children's interests.

Transitions are well managed. Activities and plans for the week are shared with parents each and every week. Planning includes a wide range of experiences including festivals, and books covering diversity. Play experiences link to real life experiences, to enhance children's learning. For example, where the children have been looking at sea creatures, they then have experiences of visiting an aquatic shop to see real live fish.

Personal development – [Outstanding]

Children's interests and the child's voice are at the heart of the curriculum, for example, the children took an active lead in showing the consultant the setting. During this learning walk, the children spontaneously decide that they want to have a puppet show, and the childminder calmly supports and encourages this, engaging with enthusiasm; the childminder values each of the children's contributions, working collaboratively together.

Children's independence is encouraged, and they are supported to wash their hands and take an active role in their self-care routines. One learning provocation provided, focused on supporting children with teeth brushing, but naturally moves onto other areas of self care, such as hair brushing and general self care conversation.

Lunch time allows children the opportunity to create their own wraps, with evidence of a healthy nutritious meal for young children. Children have a place to put their items, with a character to choose to place their bags onto, which matches shoe and coat boxes with the same character. This supports children in their feeling of belonging and independence.

The childminder supports school readiness thoroughly. One of the children is due to go to school in September, and they are able to tell the consultant all about their new school, the colour of the uniform, and how excited they are. Conversations about this transition are embedded into everyday conversation, and referred to throughout the day. The childminder has a book to help the child to prepare for school, and this has been shared with the parents to use at home.

Behaviour and attitudes – [Outstanding]

Children's behaviour is supported effectively, using a calm respectful approach, positive language, positive reminders, and by offering solutions where necessary. Children are encouraged to demonstrate friendly behaviours, and the childminder uses a positive behavioural approach. Children are encouraged to share with each other. The children are able to tell the consultant that they can access any of the resources in the setting by asking Sarah, with resources within the room down at the children's level, and within reach to encourage free choice.

The childminder models strategies and behaviours consistently to support positive learning behaviour, helping to encourage empathy, and to model conflict resolution. When disagreements between children occur, these are calmly and effectively supported by the childminder. For example, when children want the same puppet, the childminder knows when to intervene, and when to allow children to find their own solutions, stepping in when necessary to facilitate discussion and provide a possible solution when necessary. Regular water is encouraged. Children's nappies are changed promptly, using a caring and considerate approach.

The environment is constantly changing and adapting to meet the needs of those children, and to respond to the child's interest, with each day providing an exciting experience for the children on what they might find. The childminder is clearly passionate and committed to her role, and this passion is infectious and brings joy. The children take pride in their environment too, with prompts and reminders from the childminder, for how things are organised and looked after.

Leadership and management – [Good]

The childminder is aware of their responsibilities, in line with the statutory framework. Partnerships with parents, schools, other professionals and the local community is clear, transparent and effective. For example, Sarah shares information with another childminder who she shares care with, for one of the children accessing her provision. This includes having play sessions in each others' settings, and this strong partnership allows them to share key care information. For example, the child in attendance on the day of the visit had

been napping at different times all week, and due to this partnership Sarah was able to gain this information from the other childminder, in order to amend the routine to fit what the child has been doing this week.

The childminder has high aspirations, and demonstrates passion, commitment and professionalism, engaging with regular and effective continuous professional development. Allergies are well managed, with allergy action plans in place, clearly showing a thorough process for feeding back and working in partnerships with parents. Sarah gives thought on how to offer extra feedback to these parents to provide additional security and confidence.

Whilst the childminder is able to explain all incidents and any referrals clearly, there is not an overview log of incidents available, to access this necessary information quickly - this needs to be implemented.

The childminder has made amendments to key policies, and these changes are reflected in the changed policy documents clearly, however whilst the childminder can articulate that all policies are reviewed regularly, the date of review has not been added to the policies, and this needs to be added. All policies are signed by parents.

Social and emotional well being – [Outstanding]

Children have a strong and secure attachment to the childminder, and the childminders nurturing warm approach is exceptional at supporting children to be confident within the setting. For example, the setting evidently belongs to the children, and they are confident to show the QA Consultant around the setting, explaining what they do, what they learn and how they learn.

The hallway entrance to the setting includes evidence of the children's work, as well as a height chart for the children to compare themselves against, with hand prints from when they first joined the setting also visible, which the children excitedly compare their hands to, talking about which ones belong to the other children in the setting.

The childminder inspires parents to support children learning through an exemplary range of information, including work evidenced in a "portfolio" created by the childminder to evidence all of the learning that takes place and to share with parents. An effective use of the app strengthens partnerships with parents, and allows the childminder to share learning ideas with parents.

The setting has a strong ethos and set of shared values that are embedded. The childminder provides a secure and welcoming environment that helps children to form attachments and make friendships.

Overall effectiveness – Good

What is it like for a child here?

Children's learning is encouraged and supported within this nurturing and welcoming setting. Children make good progress, and the childminders continuous self reflection of her practice, and commitment to her role, benefits the children in her care.

'Personal Development', 'Behaviours and Attitudes' and 'Social and Emotional Wellbeing' are all particularly strong, and have been graded as 'outstanding'.

'Quality of Education' has been graded as 'good', but with many elements of outstanding in the learning and teaching - with Sarah's continuous reflection and embedding these elements into practice, the quality of education will be further enhanced.

Parents were keen to feed back during the visit, such as feedback from one parent who stated: "Sarah is the first person outside of the family who I have left [my child] with, but she was so reassuring and [my child] settled so quickly. When I drop him off, he runs straight in to play with the others and still has a smile on his face when I pick him up. He's also come on long way."

Areas of strength

- Children's views, rights and opinions are valued, and the child's voice is evident as a central part of the setting's pedagogy. Children are included and encouraged to play an active role in the day to day practice of the setting.
- Partnerships with parents and other professionals, as well as networking with other childminders is exemplary, and this benefits children.
- The childminder's commitment and exemplary attitude benefits the children and families in her care.
- The childminder's willingness to take on feedback supports consistent evaluation, reflection and good practice.

Areas for further professional development

- The effective mood reflection poster, children's evacuation route and children's routine, would be more effective down at their children's level / in more accessible areas.
- *To really enhance the quality of education to move from a good grading to be consistently outstanding, Sarah will be focusing on elements of 'process not product', as well spiralling all learning experiences from the children's interests.*

Safeguarding

- Sarah understands her role as designated safeguarding lead, and all requirements of her as set out in the Statutory framework for the early years foundation stage (2021)
- Sarah demonstrated an understanding of prevent duty, as well as other key questions relating to her role within child protection and safeguarding.
- Sarah understands all referral procedures to LADO and Integrated Front Door.
- All areas of Sarah's home have been thoroughly risk assessed.

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

Actions	Recommendations	Date of completion
Implement an incident log		01/07/2022
Write the review date on all policies that have been checked but not changed		01/07/2022



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