



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. This is the second visit in the first year and the childminder will have already had a compliance visit to ensure they are meeting the Safeguarding and Welfare requirements of the EYFS.

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	Mini Moons Nursery- Samantha Beech
Registration number	TY1120002
Address	73 Alpha Road Chingford E4 6TD
Date of visit	22/02/2022
Name of Quality Inspector	Judith Wayne
Date of registration	09/11/2020
Number of children on roll	10
Number of children in attendance during visit	7
Registered assistants on site	2 assistants
Evidence of any previous actions being met	N/A

Grading

Quality of education – [Good]

All the children clearly enjoy their time at the setting and have bonds with all staff. They actively invite the childminders to play with them and join in their games. The children enjoy using a wide range of resources in a bright light room which leads straight out into the garden. All the children are very happy and content at the setting. Samantha and her team have warm and caring natures with the children and develop secure attachments and enjoy cuddles and reassurance as needed. The playroom has a wide range of resources and they enjoy independently choosing toys and activities to play with as well as having adult-led activities such as sushi making. These activities are carried out well to enable the setting to cater for the differing ages of children. The children learn about diversity and communities from around the world and activities are planned to help the children appreciate different cultural backgrounds, for example they learn about a range of celebrations and festivals and enjoy trying foods from around the world. The children are eager to explore the challenging and stimulating activities on offer and they feel safe as they play in the calm and welcoming environment. The setting uses children's interests to help plan the curriculum. The chickens in the garden are part of the children's daily routine to help feed them.

Personal development – [Good]

The children have fantastic opportunities for fresh air and to see the chickens and an array of outings are carried out. In the garden they are encouraged to enjoy and learn about their natural environment . They are encouraged with their independence as they wash their hands and put their outside clothes on. The children are also encouraged to try new foods and at meal times to feed themselves. The team has high expectations for the children and they know how important it is to promote children's communication and language skills. They talk to the children about what they are doing and the children respond well. Transitions throughout the daily routines are well supported and the children engage happily and are positively encouraged to develop friendships and relationships.

Behaviour and attitudes – [Good]

The children behave exceptionally well and they demonstrate good self- control and are kind towards each other. Children are praised well and positive behaviour is modelled throughout the setting by the team. Children are encouraged to share and distraction is used to prevent upset. Samantha and her team make sure all the children feel valued and respected and confident that their needs are met and catered for. Relationships among children, parents and the team reflect a lovely culture where children feel secure.

Leadership and management – [Good]

Samantha is a confident and knowledgeable childcare practitioner and has developed a lovely team now including her husband. She has the best interests of the child at the centre of what she does and is teaching this skill to the team. She clearly knows the team and the children well. She has regular supervisions and appraisals with the team and they reflect at both informal and formal staff meetings. Her policies are regularly updated and shared with parents and she has a lovely manner with the parents and they respect and value her highly. She is fully aware of the importance of her role and her setting and understands her statutory responsibilities under the EYFS. The setting is well organised and she is in contact with lots of other Tiney childminders and is soon to become an team leader for Tiney as well.

Social and emotional well being – [Good]

Samantha and her team prioritise children's emotional well being and settling in periods cater for babies and children's individual needs and routines. They build the children's self esteem and encourage them to think about what makes them unique. They learn about the importance of staying and eating healthy. The setting encourages trusting relationships to be formed and there are clear and consistent routines. Time is provided for uninterrupted supervised play.

Overall effectiveness – What is it like for a child here?

Samantha and her team nurture children's development to ensure they have positive experiences. All the children are happy and engaged and developed good relationships with the team and other children in the setting. The routines of the setting support all their needs and a wide range of experiences are provided with opportunities to learn. Overall the children are supported to become independent , active and engaged learners. The environment is set up to make sure children make progress from their starting points.

Areas of strength

- Parents speak very highly of Samantha and her team and they commend her communication and delight in receiving information about their children's day.
- Samantha regularly reflects on her practise and is passionate about her role.
- Warm and spacious environment
- The passion and dedication for her role as a childminder.

Areas for further professional development

- To display vision and mission of the setting
- To streamline what the learning focus and intentions are for the children to learn next and to consistently embed maths and literacy along with sequencing the curriculum more precisely to ensure that children's next steps for learning are fully identified and planned for.
- To 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.
- To improve the outside area in line with areas of the EYFS.

- During child led play, challenge older children more to make sure they learn as much as they can.
- Encourage the children to find and recognise their names on arrival to self- register.

Safeguarding

Samantha and her team have effective arrangements for safeguarding. The setting demonstrates a robust knowledge and understanding of the signs that may indicate a child is at risk and they are fully aware of the necessary reporting procedures. Samantha checks on families to ensure also that there are no concerns about the family's well being. She also has a suitable understanding of the procedures to follow in relation to safer recruitment and ensures all adults working with children are suitable to do so.

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

Actions	Recommendations	Date of completion
	Introduce Name tags for the children	06/2022
	Introduce peer to peer observations for the team	12/12/2022

	Introduce regular parents evenings	12/12/2022
	To display vision and mission statements	12/12/2022
	Join a library with the children	06/2022
	Introduce home learning packs to promote further learning and development at home.	06/2022
	Introduce lanyard cards with emotions.	06/2022



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