



# 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!



<b>Name</b>	Teddy's Home Nursery (Polly Barton)
<b>Registration number</b>	TY0221004
<b>Address</b>	13A St Andrews Road NW9 8DL
<b>Date of visit</b>	08/02/2022
<b>Name of Quality Inspector</b>	Judith Wayne
<b>Date of registration</b>	12/02/2021
<b>Number of children on roll</b>	7
<b>Number of children in attendance during visit</b>	1
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	N/A

## Grading

### Quality of education – [ Good ]

Polly provides a broad curriculum and children access a wide range of resources. Polly carries out regular observations and assessments of children's learning to ensure they make good progress and to help with her planning. Polly understands that knowing and understanding a wide vocabulary is important for their overall learning and development and she ensures that she talks clearly and introduces lots of new vocabulary throughout the day. For example she encourages them to sing along to songs and to repeat words back to her. Polly has very good knowledge of the children in her care and the whole environment inside and out is set up in an accessible and motivating way for the children. Polly uses a whole array of open ended questions whilst the children play eg 'what are they buying from the shop'? Also at every chance she incorporates mathematics into their play talking about numbers, shapes and whether something will sink or float. Polly plans lots of activities for the children to make sure they cover all areas of the EYFS both indoors and outside. Polly makes sure the children are taken to certain outings even doing shopping to choose their fruit and vegetables weekly. Polly has a clear settling in process but adapts this to suit each individual child's needs. Polly uses flash cards and visuals to promote learning about emotions and feelings and carried out activities around children's mental health week.

Throughout the day Polly makes sure that Parents are kept informed of what their child has done and has detailed conversations at handovers.

### **Personal development – [ Good ]**

Polly encourages children to develop their imagination and use sustained shared thinking. Polly provides a variety of play experiences for children which support their unique interests and abilities and motivates them to learn. Polly recognises when children need more support to help them persevere when learning is more difficult and this successfully encourages the children to keep trying e.g. when a child says he could not make a particular drawing. Polly promotes diversity and inclusion with the children by celebrating lots of different festivals. Alongside this Polly encourages the children to lay the table and to do things like put their own coat on using the coat trick to promote independence. Polly encourages good hygiene and is looking to implement tooth brushing.

### **Behaviour and attitudes – [ Good ]**

Polly teaches the children the importance of healthy lifestyles and talks to them whilst they are eating. She teaches them about good hygiene routines such as washing their hands before eating. Polly praises them for good manners. Polly takes them out into the garden or park daily where they can run around in the fresh air and play to improve their physical health. Polly encourages them to manage risks and to carry out child initiated play. Polly has created a balance of adult and child guided play. The children are very respectful towards Polly and show their love and affection towards her regularly. She encourages turn taking with games and uses a timer on occasions. The children love receiving stickers and are excited to share this with their parents at pick up. Polly makes sure all the children feel valued and respected and all their needs catered for.

### **Leadership and management – [ Good ]**

Polly is aware of all her requirements when employing staff and has daily conversations to share the plan for the day with her assistant. Polly carries out regular CPD and is aware of working with parents to support children's speech and language delay. Polly has a very calm and patient manner and her passion for children is evident. Parents give her lovely feedback and reviews . All her policies and procedures are updated yearly and parents receive copies by email. Polly is fully aware of her statutory responsibilities as a childminder and of all the requirements of the EYFS. She carries out two year checks and updates children's development to confirm they are reaching their milestones regularly.

## Social and emotional well being – [Good]

Polly has a visual timetable which is adapted for the routine of the day and talks to the children to tell them what is happening now and next. The children are offered lots of choices like to play in the garden or go to the park and they are encouraged to eat together and help themselves. An example is her 'make your own lunch Friday'. Polly encourages the children to serve their lunch and to cut their snacks encouraging independence. Polly extends their learning with books and songs. The inviting atmosphere is clear from the minute you walk into the setting with each child having their own picture and peg. Polly makes sure the setting runs smoothly and that all children have fun.

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

The children form strong bonds with Polly and it is really a home from home environment. The children are happy and comfortable in their surroundings and they move freely around and choose how they want to play. They learn how to be kind and to play cooperatively with one another and Polly plays alongside the children and uses positive and lovely language at all times. She consistently praises and provides encouragement as well as being aware of when they need a cuddle and some reassurance. The children behave appropriately for their age and they are very familiar with the routines. The children are keen to learn and they concentrate well on things that interest them and were carrying out a drawing activity for Valentines day. The children benefit from a wide curriculum and there are lots of opportunities to join in with songs and listen to music. Children's confidence grows and they eagerly copy and learn new words. They listen and show their understanding as they follow Polly's instructions, Polly clearly has high expectations for all the children at her setting.

## Areas of strength

- Polly's calm and patient manner
- The warm and enabling environment
- Polly's robust settling in process
- Wide variety of experiences the children experience.

## Areas for further professional development

- To further refine the planning of children's learning to help incorporate their next steps for learning more consistently into their play
- To further develop partnership working by having more formal parents evenings
- To further promote opportunities for learning about diversity and cultures
- To make the areas of the EYFS clearer in your planning.
- To create a family book for each child .

## Safeguarding

Polly has a secure understanding of her role to safeguard and to protect children. She has effective safeguarding procedures in place to ensure children are safe. Polly is familiar with the signs and symptoms that may indicate a child is at risk of possible abuse, including being exposed to extreme views. Polly understands the procedures should an allegation be made about herself. Polly closely supervises the children and completes regular checks to ensure her home is safe for children .

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

Actions	Recommendations	Date of completion
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	To purchase a visual sand timer	2/10/22
	To make her weekly plan clearer with the areas of the EYFS it is covering and to further improve partnership working send weekly texts to parents on top of the termly newsletter	4/4/22
	To acquire more resources to incorporate diversity	20/06/22
	To further enhance feedback from parents extending on the two wishes form.	8/2/23
	To join a library and add this to regular activities encouraging parents to do the same.	4/4/22
<b>To improve induction and ongoing development for assistants</b>	To have an induction policy/handbook and to have performance reviews regularly	6/6/22





## 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