



# 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!

<b>Name</b>	Laura Cassidy
<b>Registration number</b>	TY0621008
<b>Address</b>	CO4 5xt
<b>Date of visit</b>	29/06/2022
<b>Name of Quality Inspector</b>	Oshra Murphy
<b>Date of registration</b>	06/07/2021
<b>Number of children on roll</b>	3
<b>Number of children in attendance during visit</b>	2+1 (her daughter)
<b>Registered assistants on site</b>	0
<b>Evidence of any previous actions being met</b>	N/A

## Grading

### Quality of education – [ Good ]

Children enjoy a variety of exciting activities. Such as making their own ice cream and snack. They mix and pour as they count.

Children go out on regular visits to the library and local play groups. They go to the farm and enjoy nature walks. They help water the plants and watch how the apple tree grows. This means that they learn about the natural world around them.

Children enjoy a choice of activities that interest them. Laura links the ice cream making to the “ice cream van” children decorated the day before.

Children's physical development is supported well. They enjoy playing both indoor and outdoor. They enjoy climbing on the small climbing frame . blowing bubbles and kicking the balls. In general, Laura supports children to take and manage risks, although at times, this is not consistent. For example children who climb up the slide are asked to stop.

Children benefit from a healthy diet, which is provided by Laura. Children learn about healthy food. They back their own healthy snack and enjoy eating it. Children's self care is supported well. Children wash their hands before lunch and through the day.

Children are asked relevant questions while engaged in activities. Laura gives them enough time to process and respond to her questions.

Laura has a clear understanding of what she wants children to achieve when they leave her care. She uses observations and assessments well to identify children's next steps and plan accordingly to support children's learning and development.

Children are starting to gain a basic understanding of maths. They can count and identify some numbers. Laura embeds numbers into the daily routine and activities.

Children are free to explore and choose their own activities. However, at times, Laura stops children from extending their learning further. For example, while building a pipe run, Laura fixes the run instead of encouraging children to do it themselves.

### Personal development – [ Good ]

Children are confident and independent. They wash their hands and feed themselves. They voice their needs and wants.

Children go weekly to forest school where children can take risks and learn to manage them. It also supports their independence, resilience and confidence development.

Children learn about the world around them. For example, children go on outings to the local farms, where they meet, feed and pet animals.

Children learn about oral health and healthy eating. Children are encouraged to brush their teeth.

Meal times are relaxed. Children discuss what they eat and talk about their home experiences and activities.

Laura has a good settling in procedures which she adapts to suit the individual needs of each child.

### Behaviour and attitudes – [ Good ]

Laura supports children's behaviour well. When a conflict arises she approaches it in an age appropriate way. Children's behaviour is therefore good. They play together, share and take turns. Older children start to manage and understand their own feelings. They say and please and thank you to each other and Laura.

Children develop close and warm relationships with Laura, who is attentive and sensitive in her approach.

Children are confident. They feel safe and secure. They tell visitors about their home experiences and their play.

Laura works well in partnership with parents. She collects and shares information regularly with parents about their children and their home and her setting activities. She encourages parents to support their children learning and development at home, by suggesting different activities.

### Leadership and management – [ Good ]

Laura has a clear view of the quality of service she wants to provide. She is passionate about ensuring children are making good progress in their learning and development. Partnership with parents is good. Laura shares information regularly with parents about children's development and learning progress. Laura understands the requirements to provide an inclusive service to all children. She introduces children to different holidays and celebrations. She has a good understanding of all safeguarding aspects and knows what to do if she has concern about a child or an adult. Through conversations, Laura understood and identified what she would like and needs to improve with regards to her practice. Such as letting children keep having a go even if they fail.

### **Social and emotional well being – [ good ]**

Children form good relationships with Laura. They listen and follow her instructions. They know the house rules. Children feel confident and secure. Their needs and wants are listened to.

Laura has a clear and consistent routine in place. This helps children to develop their confidence.

Children are supported to make play choices. Most of the time, they play uninterrupted. However at times, Laura is overprotective and does not always allow children to explore their activities further. This, however, has minimal impact on the children's well being and motivation.

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

Children feel safe and secure in Laura's house. They enjoy a variety of interesting free choice and adult led activities.

Children enjoy various and meaningful outings. They learn about the natural world when visiting the farm. They learn to take and manage risks when visiting the forest school.

Laura treats children with respect. Children form strong bonds with Laura, who is attentive and sensitive to their needs and wants.

Children make good progress in their learning and development. They develop their independence and self confidence. Their self care is well supported. Children wash their hands before meals and when they come in from the garden. Older children put their own shoes on and the youngest are supported.

Children behave well. They know the rules and listen to simple instructions. They learn to manage their feelings in an age appropriate way.

Children's attitude to learning is good. They explore the environment and share and take turns. Any conflicts are dealt with appropriately.

### Areas of strength

- Children are treated with respect . they are given enough time to process and respond.
- There are good attachments between Laura and the children
- Laura takes children on meaningful outings which help them learn and develop across all areas of development.
- Children have a good choice of resources
- Laura supports children's understanding of numbers well.

### Areas for further professional development

- Allow children to explore and take some risks, even when thinking it can damage the resources or when children might fall etc.
- Allow children to pour their own mixture when cooking, into the moulds.

### Safeguarding

- Laura understands her responsibility in keeping children safe from harm.
- She has good knowledge of all aspects of safeguarding including prevent duty , FGM and online safety.
- She knows what to do and who to contact if she has a concern about a child or and adult.

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

Actions	Recommendations	Date of completion
	Allow children to have a go even if that means they might fail	Ongoing
	Allow children to take measured risks in the setting environment.	Ongoing
Register with the ICO		15/07/2022
Create a visitors log either electronically or on paper		15/07/2022
Create a parent hub board.		15/07/2022





## 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