



# Quality Assurance Report **2022**

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>	Chloe Louise Bilston
<b>Registration number</b>	TY1021012
<b>Address</b>	LU1 4HD
<b>Date of visit</b>	09/11/2022
<b>Name of Quality Inspector</b>	Ros Moseley
<b>Date of registration</b>	20/10/2022
<b>Number of children on roll</b>	12
<b>Number of children in attendance during visit</b>	6
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	N/A First QA Visit
<b>Overall Grading</b>	Good

**Overall effectiveness and strengths of the setting – What is it like for a child here?**  
Including the views of the child / child's voice

Chloe and her assistant, Karen, are very nurturing in their approach with the children in their care, and there is a lovely warm and calm atmosphere in the setting. Children are settled and confident to explore the setting inside and outdoors. The children have built up a good attachment with Chloe and Karen. Both Chloe and Karen care about the children in their setting and are both committed to their own learning journeys.

Chloe offers a range of activities for the children in her care, with regular access to the outdoor area and visits to local children's groups, libraries and parks. Chloe is aware of those children who require additional support or encouragement to access activities and resources. The environments, both inside and outside, are set out and ready for children to self select a range of activities which are age related, and age/stage appropriate.

Chloe understands the EYFS and the need to follow policy. During the visit, the consultant discussed the planning and the amount of time it takes her, and considered ways to reduce the amount of planning paperwork. The consultant and Chloe also discussed using provocations to support the children's learning and to consider the developmental next steps for each child. Chloe and Karen are receptive to the feedback and both demonstrated a real commitment to their personal development.

## Leadership and Management – [ Good ]

Chloe and Karen have good Safeguarding knowledge. Policies are in place and parents have access to typed and professionally presented policies, with all policies dated, and evident that they are reviewed on an annual basis. Chloe understands her role as designated safeguarding officer and is confident with referral procedures to both the MASH and LADO teams. Chloe has thoroughly risk assessed the setting and continues to keep the risk assessments up to date. Chloe is aware of her responsibilities regarding the SEND Code of practice, as well as the Equalities Act 2010.

Both Chloe and Karen are keen to engage with CPD and understand how it will develop their setting; both have registered to undertake an Autism course. An induction has been carried out with the assistant and this included information regarding safeguarding. The key person system is embedded in the setting and both are fully aware of their key children, sharing children's learning and development with parents through the termly review and the settling in review.

Evacuation drills are carried out every six to eight weeks with all children attending the setting. The consultant discussed the need to provide evidence of the drills and maintain a log. Accidents and incidents forms are completed and shared with parents as appropriate and in line with the setting policy. Chloe actively uses the community hub on the tiny App and uploads observations of the children and encourages parents to access the app.

## Quality of Education – [ Good ]

Chloe demonstrates a caring, warm and friendly approach to the children in her care. She provides activities which are age and stage of development appropriate, with the learning environment purposefully laid out to stimulate and challenge children. Outdoor play was observed with a range of age-related ride-on toys, prams, bouncy toys, support and encouragement was given to help children with the equipment safely and also allowing the children to take risks. Children were praised for 'having a go'.

Creative activities observed on the day of the visit, where adult initiated and adult-led, with all the children sitting together and carrying out the activity. For example, the children were observed being given a pre-drawn picture of a sheep and the children were provided with glue and cotton wool to give the sheep a coat. The activity was quickly completed and tidied away. This needs to be developed to support children in having more freedom within their creative experiences, and to follow more closely their interests to ensure this area is more embedded as a 'good' grading.

Planning is written and designed to be delivered on a day by day basis which takes Chloe time to produce, we discussed the planned activities needed to consider more possible learning outcomes and multi-layered teaching from across the EYFS and accessing documents like Development Matters to support the child's learning and development. Chloe was open to the suggestions and will look at her planning with a view to reduce the paperwork and consider the learning outcomes.

## Personal Development and Independence – [ Good ]

Children are well cared for in the setting and children show a high level of attachment to both Chloe and Karen and are comfortable to welcome visitors to the setting, engage and interact with the visitors.

Chloe and Karen value the children's independence and openly encourage the children to become independent and manage their own care needs. Children are actively encouraged to help tidy up, nappies are changed and hand washing takes place prior to lunch. Younger children are given extra time and encouragement to wash their hands prior to lunch.

A healthy lunch was prepared for the children taking into account the food allergies and cultural preferences. All children were encouraged to feed themselves, cutlery was given and children were allowed to use their senses to explore the food on offer. Support was given to those children who required it, the children were also encouraged to help themselves.

Some learning opportunities were missed at lunchtime, children were not involved in the preparation of the food or laying the table. The consultant discussed the possibility of the children helping with the preparation of the food, setting the table, serving themselves and a discussion of healthy choices.

## Behaviour and Wellbeing – [ Good ]

Chloe has a warm, nurturing relationship with all the children in her care, she provides a warm, responsive relationship where children feel respected, comforted and supported.

Chloe has a calm and respectful approach and recognises that it is appropriate for children to have big emotions, Chloe was observed talking with children regarding sharing toys and equipment, Chloe calmly talks to the children and encourages them to share and take turns, comforting where necessary and observing the children giving appropriate nods and signs of approval to both children.

Chloe requires support to fully understand how to encourage children's self-regulation through co-regulation. Chloe is keen to learn more to support the children in her care with regulation.

## Professionalism, Attitudes and Engagement– [ Good ]

Chloe recognises the importance and value of engaging with the tiney app, to support her in all areas of compliance and improve her quality of practice. Chloe regularly uses the tiney app to log children's observations, learning journals and to access the community pages and she has undertaken some CPD.

Chloe has developed harmonious relationships and a professional partnership with parents, she regularly communicates with parents through the tiney app and encourages them to access the app - sharing photos and observations of the children in her care.

By further support and training through the tiney CPD programme, including webinars and in-person events, Chloe and Karen will be able to develop further confidence in supporting the children's learning and development.

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

Any Required Actions from this visit?	Date of completion
Engage with continuous professional development (CPD) to support the childminders' own knowledge and understanding of child development	Ongoing
Create an effective curriculum, ensuring written planning is kept to a minimum, and use child's interests as a provocation.	Ongoing
Use the quality framework to self evaluate practice, and to lead the development of the setting - with a focus on the quality of education	Complete in January 2022

## Recommendations for how the provider can enhance their provision / areas for continued professional development

Provide opportunities for children to become involved in the preparation and serving at lunch and snack times.

Attend tiney CPD to learn more about co-regulation and self-regulation





## 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.

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