



Quality Assurance Report **2021**

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. 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	Prisca Rallyathou Dieka
Registration number	TY300012
Address	Enfield, EN3 7DE
Date of visit	11/10/21
Name of Quality Inspector	Sarah Read
Date of registration	5/8/2020
Number of children on roll	15 (3 early years children)
Number of children in attendance during visit	3
Registered assistants on site	0
Evidence of any previous actions being met	Yes

Grading

Quality of education – Good

Both indoor and outdoor environments are well set up for children to access and explore. Outside exciting resources such as recycled tyres for children to climb in and a climbing frame enhance children's physical development.

Prisca follows the children's lead during free play - supporting children with what they want to do. When an aeroplane flies over Prisca recognises a child's interest and talks about the aeroplane 'far away in the sky'. During free play children are engaged in appropriate activities, Prisca joins in with them on the floor at their level. Prisca brings in language to the play to support children's learning - for example naming the different colours of the balls or when they throw the ball using mathematical language such as 'that was really high' or 'one more left'..

Alphabet activity - (adult led) not observed - is this appropriate for all children? Prisca talked about the 19 month old enjoying the alphabet song.

Autumn topic

Prisca knows the children well already and understands their development needs. She has ambitions for them all and has already seen progress - e.g. separating from an adult (PSED) also an increase in vocabulary, particularly in the 19 month old in her care. Prisca regularly observes children to see what they are interested in and to support their development needs. For example one child really loves the scooter - Prisca uses this as a resource to support this child's learning of sharing. Prisca plans according to children's interests and developmental needs.

During storytime - children get involved with the story and are engaged. Prisca uses good tone asking the children 'what they wish for' after the story.

Prisca talks about her adult led activity, today was an alphabet activity - (not observed) - we talked about the appropriateness of the activity for all children and Prisca was able to describe how the 19 month old enjoyed the singing aspect of the activity.

Children have 'special books' which contain all their artwork and book bags and reading records that are shared between the setting and home offering opportunity to support home learning.

Personal development – Good

On arrival at the setting there is a self registration system in place so that children can find their own picture/name to mark themselves in that day.

Children are supported to take appropriate risks in play. Children's physical skills are excellent and they are able to climb, negotiate obstacles etc in the garden

Good hygiene practices are in place. Children wash hands when they come in from the garden and before eating and Prisca uses gloves to prepare lunch.

Children are independent at meal times in relation to eating, this could be extended further by providing opportunities for children to 'serve at mealtimes'.

During free play Prisca provides opportunities to talk about teeth brushing and plans to develop resources in this area.

Menus are available for parents, vegetables are served at each meal and Prisca provides a balanced diet.

A routine is also available for parents to view and this is adapted to suit children's changing needs.

Behaviour and attitudes – Outstanding

Children's behaviour is exceptional due to Prisca's sensitive approach. The children have only been in the setting for a short period of time but are already very well settled. They are comfortable and confident within the setting and look to Prisca for support when needed. Children were interested in having somebody different in the setting but not distressed by it, demonstrating how comfortable Prisca has enabled them to feel in a short space of time. Children listen well and understanding Prisca's appropriate instruction - e.g. 'wait for Prisca', 'shall we let another child have a turn now' Prisca's tone is gentle and firm and children respond incredibly well. Prisca explains why children should or shouldn't do things at a level that is relevant to the child's age and stage of development.

Prisca models appropriate behaviour and consistently supports children to understand how to manage their own behaviours. Prisca is warm and responsive to the children and they play really well alongside each other. She is working closely with one child in particular to support her learning of sharing and turn taking.

Children are encouraged to work together and when one child takes the ball from another

Prisca quickly distracts them with another ball and they play a catching game, much to the child's delight.

Older children are encouraged to use the worries bottle, where they can write down anything concerning them.

Leadership and management – Outstanding

Prisca is incredibly reflective and uses what she learns to drive forward practice. A reflection board contains Prisca's reflections when things go well or don't go as planned. Older children are also encouraged to use the 'children's ideas bottle' to add new ideas to the setting. Prisca knows the children very well and uses this knowledge to drive forward practice.

Prisca regularly engages with training opportunities both in app and at webinars and uses the knowledge she gains to impact on practice. For example from a training she attended she re-addressed her environment and made sure that resources were more easily accessible for younger children. Children now don't need to ask for certain resources as they can access them independently.

Prisca is a knowledgeable early years practitioner, she uses her skills and knowledge effectively to provide a welcoming and enabling environment for all children. Prisca talks about her vision for her setting and how she wants to continue to learn and grow as both an educator and a business owner.

Prisca offers a wide and varying curriculum for both early years children and after school children. Opportunities to promote diversity run through the setting and this month Prisca is providing Black History Month activities - for the older children (after school) they are looking into the history. For younger children there is a range of opportunities provided through sharing books, and using different skin tones/colours in creative play.

Social and emotional well being – Good

Relationships between Prisca and the children are really secure, Prisca's natural vibrance is reflected in the setting and the atmosphere is relaxed and happy. Prisca ensures consistency and security of the environment to help children develop trust and security.

Children are extremely well settled in a very short period of time. Prisca talks about how happy parents have been with their settling. Children have formed good attachments with each other too and play alongside each other co-operatively.

Parents are provided with regular information from Prisca about their children's learning and parents have access to detailed observation records.

Routine is embedded effectively and meets children's ongoing development and care needs. Prisca has created an environment that supports children to make choices, plan and become autonomous learners.

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

Prisca provides a warm and welcoming space that offers a friendly, happy place for the children in her care. Prisca's warm and responsive approach means that children feel safe and secure. Prisca has a good awareness of the needs, interests and abilities of the children and is able to support learning and development effectively across all areas. Prisca follows the children's lead and offers a range of good quality experiences through a good blend of adult led and child led activities. The children are kept safe emotionally and physically and through positive praise and encouragement are able to express themselves and try new things.

Areas of strength

- The relationship between Prisca and the children in her care is really strong even after just a short period of time
- Behaviour of the children in the setting is exemplary due to Prisca's understanding of their ongoing needs
- The outdoor environment offers a wide range of exciting resources to develop children's physical skills
- Prisca's understanding of children and their uniqueness means that a tailored experience is provided for every child.
- The atmosphere within the setting is playful, happy and joyful and children are thriving.

Areas for further professional development

- Ensure that adult led activities are appropriate for all children in your care and adapt if they are not
- Support children to develop independence skills such as washing their hands independently or self serving at meal times
- Add labels to drawers with pictures of the resources to enable children to self select effectively

Safeguarding

Safeguarding is effective. Prisca understands her responsibilities in keeping children safe, her setting is fully compliant. Prisca ensures that she is up to date in safeguarding matters. Policies are reviewed regularly, reflected on and used effectively to work in partnership with parents to ensure that children are kept safe at all times.

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Move medication to a secure cupboard	Yes	



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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