



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!

Name	Angie and Libby Davey
Registration number	TY400002 & TY400003
Address	KT6 7AT
Date of visit	08/09/2022
Name of Quality Inspector	Cheryl Bedding
Date of registration	28/02/2020
Number of children on roll	7
Number of children in attendance during visit	5
Registered assistants on site	0
Evidence of any previous actions being met	Yes
Overall Grading	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

The children are provided with a calm, welcoming and emotionally supportive environment that offers exceptional care. Children are happy and confident in their play and interactions with both Angie and Libby and with their peers. Children are making progress and there are positive and effective partnerships in place with parents. Children with diverse needs are well supported and they have a positive attitude to making adaptations and working positively with additional professionals involved with families.

Areas of strength:

- Calm, positive setting
- Wonderful outdoor space offering choice and opportunity for exploration
- Passionate and enthusiastic childminders seeking continual improvement
- Effective partnerships with families
- Positive provision for children with diverse needs

- Consistent routine in place

Leadership and management – [Good]

Angie and Libby work positively together and are clear on their vision and progression for their setting. They are very reflective and have worked hard to make continued improvements that benefit both the children and families as well as the business. They are both passionate educators and committed to providing quality care. They are working proactively within the community, seeking to re-start the closed weekly childminder group session locally, to ensure their children are provided with a range of experiences. All policies and procedures were updated in April 2022 and are shared with parents, however, the behaviour policy needs to reflect the changes to the statutory framework with regards to self regulation. They have a clear process in place and working understanding of effective safeguarding procedures and have an up to date policy reflective of local contact details. Risk assessments are all up to date and robust risk assessments have been recently completed to ensure effective provision and processes are in place for a child with complex needs. Angie and Libby engage with the tiny community.

Quality of education – [Good]

Angie and Libby provide a warm, welcoming environment that ensures a sense of belonging, respect and support for all children. The outside space is open, provides cover for shade and poor weather and many opportunities for exploration and discovery with a range of activities and areas for social and independent play. They are currently providing care for children with diverse needs and are ensuring their needs are met to the best of their ability and are working in effective partnerships with parents. Consistency in supporting children's preferred method of communication through signs and gestures would be beneficial to enhance the provision. Assessment is used currently for children's 2 year progress checks, and these are detailed and allow for areas of need to be highlighted and acted upon. Transitions throughout the day are evidently well embedded, they are smooth and children are aware of the routine and expectations. They provide an effective language rich environment, however, the provision inside would benefit from more resources to be accessible to allow children to become more autonomous learners. Children were enthusiastic to join in with activities and follow the routine, however, some learning opportunities were missed and interactions were on occasions very adult directed, limiting opportunities for sustained shared thinking. Children's next steps do not always link to current planning, however both Angie and Libby know the children well are able to effectively and clearly articulate the current support and opportunities they are providing and the reasons behind it.

Personal development – [Good]

Personal care practices are effective and children are encouraged to be independent in their own personal care, children are provided with interactions and an environment that promotes confidence and independence. Whilst outside the children were able to be autonomous learners, make choices and take risks in their play. Children were able to develop their own character and have the space and opportunity to develop new skills, it would be beneficial if this was to be replicated more whilst inside as this time was more adult directed with fewer opportunities for independent play. The children are provided with a healthy diet and there is a good balance of play and rest opportunities, more water and rest times were offered during the visit due to the extreme heat. Meal times were a social and calm experience. Policies are consistently implemented in practice by both Angie and Libby. They work well with families of children with diverse needs, one family specifically has had many opportunities to communicate their child's needs with the setting and process and risk assessments have been put in place to support an effective transition.

Behaviour and attitudes – [Good]

The relationships between Angie, Libby and the children are warm and responsive and children are encouraged to be the same way towards each other. The setting is calm, positive and respectful and both Angie and Libby are effective role models in their interactions with each other. Children are offered lots of praise and encouragement throughout the day. Children are confident to seek support from them both in times of stress, knowing their needs will be met. The effective and well embedded routine allows children to develop some self regulation skills of their own, however, increasing their knowledge and awareness of effective co and self regulation strategies in their responses and support for children would be beneficial. Their current behaviour policy needs to reflect the changes within the EYFS statutory framework for self regulation. Relationships with current and past parents are effective with parents speaking highly of the care of their children and supportive communication from both Angie and Libby.

Social and emotional well being – [Outstanding]

An effective routine is in place which is understood and followed well by all of the children; this provides emotional security, trusting relationships and support for children's emotional well being. The outside environment supports children to make clear choices in their play and become autonomous learners. Inside is calm and provides a quieter space and would benefit from being set up in a similar way to outside to ensure children can make clear, effective and independent choices for their own play. Angie and Libby recognise the importance of supporting their own emotional well being and support each other well with clear roles and a positive relationship between them. There are exceptionally strong attachments being made and the setting has a strong ethos and shared values that are evidently embedded.

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

Any Required Actions from this visit?	Date of completion
Update behaviour policy in line with statutory framework	End of September 2022

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

Attend training on understanding and supporting children's behaviour, including self regulation

Develop a deeper understanding of sustained shared thinking and effective teaching and learning strategies, including enabling indoor environments



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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