



# 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>	Paula Harris
<b>Registration number</b>	TY0921012
<b>Address</b>	E4 7HZ
<b>Date of visit</b>	30/08/2022
<b>Name of Quality Inspector</b>	Rosemarie Alphonse
<b>Date of registration</b>	15/09/2021
<b>Number of children on roll</b>	4
<b>Number of children in attendance during visit</b>	3
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	N/A
<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

Paula provides a curiosity approach which enhances the children's learning and development, through play that encourages curiosity and provides opportunities for the children to ask questions and talk about things they have discovered and observed.

Paula has worked hard to improve and change the environment to encourage the children to explore with real life objects, and to welcome them in with special pictures of themselves in photo frames within the home. Paula extends the children's language and communication through experiences, discussions and an extensive selection of books and resources. The children are free to explore their individual interests, with Paula on hand to support their learning.

Paula's care, teaching and learning approach is effective, and she speaks with purpose when seeking to increase the children's learning, with meaningful interactions. The children are well cared for and their personal and individual needs are met. Paula is forward thinking and has kept her professional development updated to embed the learning into practice. Paula is keen to keep improving her practice and knowledge in early years.

## Leadership and management – Good

Paula understands her role in safeguarding and is aware of her responsibilities in keeping the children safe and well. All files are stored securely, maintaining confidentiality in a locked filing box. Paula has ensured the environment is safe and secure, and thoroughly risk assessed. Paula has updated all risk assessments and has an evacuation plan in place. The children have a healthy menu that changes with the seasons, and with options and choices of 'make your own' day.

Paula is clear in the MASH reporting procedures if she had concerns about any of the children in her care, and understands the LADO referral process for managing allegations.

Paula is committed to her own continuous professional development (CPD), and has completed a rich and vast range of CPD tasks, and aims to embed this learning into her daily practice. Paula is moving up to the next level in Makaton sign language to level 2 to help her to support children with language and communication needs. Paula has committed to 12 months training in the curiosity approach that will further enhance her practice

Good, professional relationships are in place with parents, and observation of a parent drop off, evidenced the ease and trust both the parent and child has in Paula. Positive happy interactions were observed. Parent feedback shows that parents are very happy with the care Paula provides. Paula works in partnership with parents on their child's needs, such as with joint next steps that both Paula and the parents discuss and share.

Paula has an assistant who is learning best practice from Paula, and on the day of the visit was observed supporting and guiding the assistant in their support for the children and in helping them to understand the setting's routines.

## Quality of education – Outstanding

The setting's environment is outstanding and it is richly resourced in all areas of learning; the surroundings are set up with real life objects, porcelain tea sets, real saucepans and pots, small items of loose parts, and resources to encourage curiosity and inquisitiveness. The natural resources such as shells in the sand encourage children to be aware of their senses and language is enhanced with questions that Paula and her assistant support.

The children's learning and development is encouraged due to the highly effective environment. Children are progressing well and children with dual languages have made improvements. A parent chose to keep her child at the setting rather than move to nursery as the child's development has progressed so rapidly due to Paula's teaching, care and attention.

Discussions between Paula and the children are purposeful and allows the children to extend their thoughts, and Paula listens and responds. One child recalled a child that was not in and said "I love [child A] so much" and Paula continued by acknowledging their views and saying "that's lovely. You will see them tomorrow, which is Wednesday."

Paula incorporates an attention and listening activity into the day called the 'knock, knock box'; this enables the children to explore, guess and discuss what's in the box through turn taking and maintaining concentration. This also further extends the children's vocabulary. 'Wow' moments are captured and recorded by Paula and parents in turn are encouraged to share their own 'Wow' moments each week.

Parent feedback expresses how much parents feel that their children have developed and how much they enjoy attending the setting. They talk about how happy they are and how thankful they are for Paula's input into their child's development. Shared targets such as toilet training, are set for each child, when they are ready, in partnership between Paula, her assistant and the parents.

Paula has considered the children's environment at every level, adding flowers in a vase on the children's table, having framed pictures of each child in the setting, and having photo albums of activities they have carried out previously, to talk about what they have been upto.

### Personal development – Good

Paula provides a healthy seasonal menu and balances this with opportunities for rest and exercise. On the day of the visit, a child was observed setting the table for lunch independently, naming the children in attendance and placing their utensils, cups and plates. The children showed enjoyment when sitting for snack and lunch time, discussing their food choices, likes and dislikes, with children offered choices, and mealtimes were a calm experience for all. Paula used these opportunities to incorporate other learning concepts, building on children's discussion and introducing colour, and mathematical concepts such as "big", "little", "full" and "empty". The children were learning these concepts as they ate, in context.

The children understood hygiene, and handwashing happened before and after meals, which was observed at the visit. The children emptied their plates into the bin and were relaxed and calm. Paula encouraged independence in allowing the children to pour their water themselves and find their own beds at sleep time. The routines were smooth and naturally led into each other calmly. Meal times would be further enhanced if all adults ate with the children, engaging in a family mealtime.

Examples of dual languages on the wall represented the importance of children being supported in their culture and the use of the key words in their home language was observed and evident. The extension to this is also linked to the resources and images available in the setting to enable the children to learn and understand differences.

### **Behaviour and attitudes – Good**

Paula has a warm and responsive nature, and offers encouragement to the children throughout, has a calm and friendly approach when supporting the children's behaviours. On the visit a child was calmly shown how to stroke the cat, and reminders of why we must be gentle. The child listened with full attention to Paula, and Paula demonstrated a calm tone throughout, with the explanations effective, helping the child to learn from the situation.

There is evidence that parents are kept well informed of their child's day. Paula is responsive when children need support. The children value her presence and call upon her to support them in navigating their day if need be. Great feedback from parents in surveys show positive relationships are formed and parents are happy with the care they receive for their child.

A 'feelings mirror' is in place to support the children being able to identify their feelings, with Paula listening and discussing these feelings and expressions, and demonstrating that their feelings are considered and valued.

### **Social and emotional well being – Good**

It was evident, during the visit, that the children enjoyed the experiences provided for them, and that Paula truly values them and their individuality. Paula is natural in appreciating the children for who they are. She celebrates difference by showing the children that we are individuals via positive images and acknowledgment of their feelings and thoughts. Paula understands and includes differences in her setting.

This is enhanced from the extensive continuous professional development that Paula is attending that enables Paula to provide safe, secure and exciting, curious learning

environments for the children, which was observed by the toys, resources and experiences provided.

Paula listens to the children's needs and ideas and scaffolds their learning by asking questions to prompt them to make further comments, developing happy, curious learners and helping their school readiness, to be ready for their next phase of learning.

Paula achieves this by always looking for opportunities to enhance, develop and react to the children's needs, in the moment by following the children's lead. Paula is on hand to encourage the children to have a go.

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

Any Required Actions from this visit?	Date of completion
Renew DBS. This has been raised with tinea to support.	05/09/2022
Ensure all records and documentation that require signatures, have both the parent signatures and the childminders signature recorded.	Ongoing
Replace Liability Insurance Certificate with in date copy	16/09/2022

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

Paula is working hard to create a stimulating environment through the curiosity Approach. Creating a reflection log of her developing practice would further enhance her knowledge

Paula has created a lovely lunch time for the children. This can be further enhanced by her and her assistant sitting and eating with the children also to model eating to the children, and creating a family mealtime.

Continue good practice to encourage the parents to contribute to the children's 'wow' moments at home, which further supports partnership working with the parents and supporting them to understand their child's development milestones.

Display child allergies on notice board in kitchen as a reminder to the Childminder and her assistant of children's dietary requirements





## 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**