



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	Sandrine Finel
Registration number	TY1120006
Address	SE18 7JD
Date of visit	18/11/21
Name of Quality Inspector	Sarah Read/Judith Wayne
Date of registration	16/11/20
Number of children on roll	5
Number of children in attendance during visit	2
Registered assistants on site	0
Evidence of any previous actions being met	NA

Grading

Quality of education – Good

Sandrine provides a good range of opportunities and experiences to enhance children's learning and development. During both routines and free play times, Sandrine encourages learning and development through ongoing commentary to support children.

For example Sandrine encourages communication by talking to the children at mealtimes, asking questions - where does the rubbish go? Child responds 'bin' Sandrine says 'that's right, in the bin'

Sandrine communicates mainly in English but gives children opportunities to understand French too, through games, songs and dual language books. Sandrine sings a French song where she hides her hands. And says 'ca va?' then 'where are they?'. Child points at where she has hidden her hands.

Mathematical language is regularly used as part of play - children are encouraged to understand concepts like 'big and small' and 'more and less' through the activities they are engaged in.

Sandrine has a clear understanding of the development of the children in her setting. She understands their starting points and how they have made progress whilst in her setting and this is communicated regularly to parents. Tracking systems are in place to give Sandrine a visual overview on how she can support children's next steps.

Sandrine makes effective observations of the children with pictures and links to the EYFS. She shares these with parents via the app and uses her observations to plan for children's future learning based on their interests and development needs.

Personal development – Good

Sandrine is sensitive and responsive to children's wishes - for example at lunch time she gives the child a yogurt with a blue spoon, he gestures to the other spoon, she says 'oh you want the green spoon, ok'

A healthy diet is provided for the children and they both eat well. Sandrine encourages independence in the children and the older child is independent in feeding. Sandrine talks about his progress in this area, he used to find it difficult but has really developed this with support from Sandrine.

Oral hygiene is promoted and children's teeth are brushed after lunch.

Children are taken out twice a day

Children are checked regularly at sleep times

Diversity is reflected within the setting. Children of different cultures attend, and Sandrine gets information about the children from parents. She offers meals from different countries, festivals are celebrated and there is a range of dual language books. Different languages are spoken with the children.

Behaviour and attitudes – Good

Children behave really well within the setting, they respond well to Sandrine's warm approach and to specific praise. On our arrival, one child was a little shy. Sandrine offered supportive hugs and comfort until he felt comfortable around others. Sandrine provides a warm, responsive relationship where children feel respected, comforted and supported in times of stress and confident that they are cared for at all times

Children are eager to help out with the routines of the day. For example, Sandrine asked, 'can you go and get the cups from the table'? Child took cups from the table and brought them over to Sandrine, and was clearly delighted that he was able to help.

Leadership and management – Good

Sandrine is passionate and committed to her role as a childminder. She has a professional manner and comments that she has a good 'connection' with parents. She values this and understands the importance of effective, professional relationships. She also has good communication with the school and in particular the nursery class teacher.

Policies and procedures are clear, up to date, robust and embedded throughout the setting

Sandrine works hard to provide quality provision for all children in her care. She understands her statutory responsibilities and has regard to the Equalities Act 2010 and Prevent Duty and the safeguarding and welfare requirements of the EYFS

Social and emotional well being – [Insert grading]

Children have formed excellent relationships with Sandrine, They are provided with uninterrupted time for play and extended activity that supports them to become intrinsically motivated.

The setting provides robust settling in procedures that are tailored to meet children and families needs. When a child found it particularly difficult to settle, Sandrine ensured that she supported the child with extra sessions until he was ready. Sandrine was also aware of the needs of the family at this time and made sure everything worked smoothly for all involved. The childminder supports the family's emotional journey during transitions.

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

Children are happy, settled and actively engaged with the wide range of resources and experiences within the setting. Sandrine herself provides a warm, comfortable presence and children clearly love being with Sandrine and participating in the activities provided for them. Children have opportunities to learn, grow and develop in an environment where they feel safe and secure.

Areas of strength

- Sandrine clearly enjoys being with the children and supporting their learning and development
- Sandrine knows the children well and is responsive to their needs and interests
- Sandrine provides a good healthy diet, opportunities for rest and exercise which supports children's well-being
- Record keeping is highly effective, which safeguards children

Areas for further professional development

- Continue to reflect on and develop the range of diverse experiences and resources for children.
- Reflect on existing practice and think about ways to learn and develop skills as an early educator - through different forms of CPD e.g. training, reading, observing best practice etc
- Develop a CPD log to support the point above

Safeguarding

Safeguarding is effective. Policies and procedures are in place, understood and shared with parents. Sandrine keeps effective records. Risk assessments are in place but it would be helpful for these to be updated. The setting is compliant with some minor actions to address.

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

Actions	Recommendations	Date of completion
Ensure children's hands are consistently washed before mealtimes		Ongoing
Update home risk assessment		10/12/21

Practice fire drills and record		First one by 10/12/21 and termly thereafter
	Update safeguarding policy to ensure contact numbers are still correct	
	Keep a log of training and other CPD	
	Written risk assessments to be devised for outings where useful	



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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