



Quality Assurance Report **2023**

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	Fatema Begum
Registration number	TY100004
Address	E5 8RY
Date of visit	24/01/2023
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	20/11/2019
Number of children on roll	6
Number of children in attendance during visit	2
Registered assistants on site	N/A
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 setting has achieved an overall grading of 'Good' with an 'Outstanding' grading in Quality of Education and an 'Outstanding' grading in Personal Development and Independence.

Fatema has created an exciting learning environment for the children to learn through play experiences and vast opportunities to engage with educational resources, and places to further their development. Opportunities to learn are paramount and feature in all of the child-led plans of learning Fatema has created.

Fatema gives the children indoor and outdoor opportunities to learn about the world around them, become confident in their play and to explore new surroundings through trips to the park, playgroups and activity sessions in local community places. The children are happy and eager to explore as Fatema has created a calm and welcoming environment where the children feel relaxed and play alongside each other.

Leadership and Management – Good ▾

Fatema has a good understanding of her role in safeguarding, and all requirements as set out in the Statutory Framework for the Early Years Foundation Stage (2021). The setting's practice is in line with all areas of the safeguarding and welfare requirements of the EYFS. A visitors log is in place and all accident forms are signed.

Fatema understands referral procedures to LADO and MASH, as well as demonstrating an understanding of Prevent Duty and is able to answer questions in relation to her role within child protection and safeguarding. All policies are up to date, shared with parents via the tiny app and have been reviewed. All areas of the home have been thoroughly risk assessed with evidence of them being reviewed. Practice logs for evacuation are in place and evidence was observed of them being practised regularly.

Fatema is interested in learning new ideas and has a commitment to staying up to date with her continuous professional development. She has attended many webinars and wants to learn more about Forest school and other early years approaches to further enhance her knowledge.

Fatema has good links with local libraries, children's centres, and play groups to form a presence in the local community. Good partnerships have been formed with other childminders in the tiny community. A good relationship with the parents with open communication and support for them to care effectively for their child.

Quality of Education – Outstanding ▾

Fatema uses every opportunity to give children a chance to learn from their environment. Fatema's approach captures the children's interests and supports them to make links to their learning from natural exploration both indoors and outside. A 'whatever the weather' attitude to outdoor play is evident. Interactions from Fatema are; 'what can you see, hear, feel?'. Discussions and exploration make for a fun and explorative environment for the children that covers all areas of the EYFS.

During the visit, Fatema is observed following a child's interest in finding shapes within the setting, and weaves this into other areas of the day, incorporating a search for shapes in the natural environment during the walk to the park and during the time at the park, extending further to use the pavements, car number plates and other objects in the environment to make comparisons of shape, size and colour.

Fatema observes and plans the children's play according to their interests, recording their progress on individual progress sheets to let her know what stage of development each child is at and how best to develop them further. Fatema is also able to articulate how she is supporting children, and what they need. Fatema shares the children's progress sheets with the parents.

Fatema uses open dialogue with the children seeking their views in their environment. In particular, on the visit to the park, Fatema engages in conversation with the children about road safety, which is evident as a regular occurrence from the children's understanding of the 'stop, look, listen' rules before crossing the road. During this conversation, Fatima allows time for the children to respond, giving lots of praise to the child, who paused and said supporting words and affirmations'; 'take your time to think and 'well done that is right'.

The children's play and learning environment are educational and the toys and resources complemented the outdoor environment where appropriate risk-taking was shown by even the youngest child, climbing, sliding and jumping gave the children the opportunity to tackle the big slide. Fatema explained how one of the children had grown to enjoy the physical activity of playing on the slide over time as they had previously not wanted to attempt the stairs of the slide, but now will climb them confidently after regular outings to the park. The youngest child was supported by being given the chance to get up themselves from positions rather than being held or picked up. The child's confidence grew as they repeated the activity over and over again. Fatema supports the progression of the children's education as she brings the elements of indoors outdoors. Mark making with chalk and linking communication and language, supported the children to learn more about what they were connecting with. Counting, singing and storytelling were built around the planning of the children's interests and their day.

Fatema is very creative with the resources she provides for the children. Home made tactile displays support fine motor development. Creatively made interactive displays enable the children to press, twist and pincer grip the display activities, which were all at the children's level on the wall. The creative manipulative displays allowed even the youngest of the children to have access to manipulate, touch and feel them.

Personal Development and Independence– Outstanding ▾

The setting empowers the children to recognise their own identity, their rights and what things matter to them. Fatema is mindful and passionate about enabling the children in all aspects of their day within the setting. Fatema has created a visual timetable that is age appropriate and displays the next steps visually so the children can prepare and plan for what's next. The feelings stand doubles as a self-registration area where the children select their picture and match it to how they are feeling.

The environment is set up for the children to go to the toilet themselves independently and confidently alone. Fatema's caring soft voice nearby supports the children to make the choices they wish.

Self-care opportunities such as putting on and removing clothes, hats, and shoes are encouraged. Fatema gives the children choices to communicate their wishes and supports them to make their own decisions. One of the youngest children could select their comforter when they needed it, interactions were calm. After a long play outside the children were able to select their blanket and lie on the sofa for a short rest before regaining more energy from their choice of a rest and relaxation break.

Fatema has created a homemade working sink in the kitchen home corner which supports the children to wash their hands before meal times. A child participates in setting the table and carrying their lunch to the table. Further consideration to enhance this area would be for the children to clear away after meal times. Fatema has created an Oral Health teeth brushing area with a toothbrush and a picture of teeth, which enabled the children to brush the teeth in the picture. A child looked at the picture and said, 'brush away the germs' Fatema acknowledged the child's comment and sang the 'brush your teeth' song with the child.

Behaviour and Wellbeing – Good ▾

The children are very settled within Fatema's care. The children have positive interactions with Fatema and respond to her requests. There are clear boundaries of behaviour which was evident during the visit as the children listened and responded to Fatema during the day.

Fatema demonstrated consistent approaches to support the children to manage their own behaviour through modelling and effective communication and language. Fatema's calm approach supported the children to have a voice in communicating with another child. The child was heard using Fatema's 'let's be kind' in their interaction with a child.

Fatema has a separate calming environment in a second room near the main playroom where there are soft cushions, twinkle lights and a varied selection of books for the children to choose from and take to the cosy corner and relax. Fatema has supported the use of a child comforter and enabled them to self-select their comforter helping them self-regulate their feelings.

There is a feeling stand that Fatema has created in the main playroom. The full-length mirror allows the children to look at themselves and match their picture to a select feeling. Fatema has a routine in place that as the children arrive they can decide how they feel and pin their picture to the feeling of that moment. Fatema explained how one child expresses her happiness and selects the excitement feeling each day she attends, as she looks forward to what they will be experiencing within the setting.

Fatema has a calming positive outlook on her role within her setting. The children respond well to her approach and the parents comment on her care positively with feedback on how their children have developmentally progressed and are well settled within Fatema's care. Fatema has a professional attitude and has a great deal of experience in caring and educating children in her setting. She has positive relationships with the parents and supports them further by supplying various leaflets about child development and places parents can visit with their children.

Fatema is a Community Coach, and encourages the sharing of best practices and ideas with local childminders. She is currently encouraging greater communication to develop engagement from the childminders. Fatema's own continuous professional development is positive and she has 26 hours of learning achieved. Fatema is passionate about the early years and expresses her passion for creating new ideas and approaches to enhance her setting.

Fatema has a mix of natural resources and it was recommended that she look at the curiosity approach to give her further ideas as she wants to further create a natural explorative environment. Fatema also expressed her interest in Forest schools to understand this concept further.

Fatema has good links with the local children's centre, library, play bus and other local groups. There are pictures of the children experiencing play in other settings that express the value of these links.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Refresh safeguarding training knowledge of reporting pathways and responsibilities Attend training Update safeguarding policy to reflect current guidance and referral pathways	Yes	Completed in 2022
Attend FGM training	Yes	Attended November 2022
Practice and record fire evacuation drills	Yes	Records viewed of practice drills taken place

Any Required Actions from this visit?	Date of completion
Take first Aid kit out on all outings with the children	17/02/2023

Recommendations for how the provider can enhance their provision / areas for continued professional development
Further own continuous professional development by researching and finding out more about curiosity type approaches, to extend the already embedded curiosity based curriculum in place at the setting.
Research Forest schools to support interest in the children enjoying outdoors and the natural environment



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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