



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!

Name	Suzanna Nelson
Registration number	TY0121004
Address	Enter postcode
Date of visit	29/03/2022 revisit date 1/8/2022 Revisit for 'Leadership and Management'
Name of Quality Inspector	Sarah Read/Lesley Lewis
Date of registration	21/1/2021
Number of children on roll	5
Number of children in attendance during visit	1
Registered assistants on site	0
Evidence of any previous actions being met	NA

Grading

Quality of education – [Good]

Quality of education is good. Sue engages with the child during activities, with a good balance of commentary and questioning. Questions are appropriate and open ended. She knows where children are in their learning and is working closely with parents to support ongoing development, for example she is currently supporting a child with pencil control, offering lots of opportunities to develop fine motor skills.

Sue knows the children well and provides activities and experiences to support interests. For example, for a child who is interested in dinosaurs, Sue has a tuff tray filled with magic sand and toy dinosaurs as well as a book they are using to help identify different dinosaur names. Children in the setting are currently learning about hungry caterpillar, they have made caterpillars which are proudly on display in the setting and are able to retell the story well and talk about the foods that the caterpillar liked to eat.

Children are encouraged to develop skills in all areas and they are keen to learn - for example, in a conversation about mummy coming home, the child is able to show 5 o'clock on the toy clock. Children are taken regularly to stay and plays to give them opportunity to play with other children and develop social skills.

Songs and rhymes play a key part in the childminding setting, which support children with their ongoing communication and language development.

Personal development – [Good]

Children's independence is usually promoted, for example, Sue gives child a tissue to blow his own nose, although this is not always consistent.

Children are taken out daily to local parks, play and stay and soft play areas. Sue also gives children opportunities to socialise with bigger groups of children such as at the Children's centre where there is a childminder group held once a week. This gives children opportunity to enhance their personal, social and emotional development.

Sue provides healthy meals and snacks for the children in her care, taking into account any food preferences/intolerances. Sue is aware of and sensitive to children's behaviours around food (e.g. fussy eaters) and responds appropriately to this. Children are gently encouraged to eat at the table.

Sue has a selection of resources which reflect a range of cultures, she cooks different foods from a range of cultures and celebrates festivals with the children.

Sue supports children's understanding of oral hygiene by providing books on human biology, they talk about bones and about teeth and keeping healthy. During the visit Sue and the child in her care play together with the toy dentist kit with brush and teeth. Sue is planning to talk to parents about toothbrushing.

Behaviour and attitudes – [Good]

Sue is sensitive and responsive to children's behavioural cues. She uses a calm gentle tone with children and they respond well to this. For example when a child stirs the water vigorously, Sue says 'take your time' to which the child immediately responds by stirring more gently.

Children behave well in the setting. They listen to instructions and respond appropriately.

When Sue says 'can you get me your water bottle please' - he brings it straight over

House rules are re-iterated at lunchtime, for example - 'eat in your seat'

Sue has good relationships with parents of the children in her setting, she speaks about getting lots of information from parents which has been really helpful in supporting children's behaviour appropriately.

Leadership and management – [Good] amendment at re-visit 1/8/2022

Leadership and Management is good - Sue engages with training in the app and with Childcare.co.uk to enhance her professional development, she uses training to reflect on practice and make changes in her setting. For example, the fussy eaters training she attended gave her strategies to work with children who were fussy eaters which she was able to successfully implement in practice. Sue has also developed effective 3 way communication systems between herself, the nursery teachers at the school children attend, and parents and shares information in the interests of children and their development. At the previous visit documentation in the setting was poorly organised and some required documents were missing. Sue has ensured that she has all the necessary documentation in place and now has all documentation organised and stored effectively. Policies and procedures are up to date, shared with parents and embedded in the setting. Sue engaged with the support that they offered to ensure that she was fully compliant, which demonstrates a clear desire to continually improve her practice.

Social and emotional well being – [Good]

Sue and the child present on the day of the visit clearly have a warm trusting relationship. Sue is responsive to the child's needs - when she gives him a sheet to colour with the pencils, he wants to use the paint, Sue allows this to happen saying 'that is no problem at all.

Routines are clear and consistent for children. The environment supports children's learning effectively and Sue offers children choice and autonomy in their play.

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

Children can learn, play and develop in an environment that is warm and nurturing and meets their needs. Sue's gentle tone and approach enable children to feel, safe, secure and supported. Children are happy and have a lot of fun in Sue's care and benefit from a supportive learning environment. Children are respected and listened to by Sue. Children's development and care needs are effectively met.

Areas of strength

- Sue provides a warm welcoming environment and children enjoy being there
- Sue works well with parents and other settings that children attend
- Sue provides a range of activities and experiences, including local outings to support children's development.
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Areas for further professional development

- Ensure approach around children's independence is always consistent
- Introduce systems to ensure that documentation is in place, accessible and organised effectively
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Safeguarding

Sue knows what to do if she has any concerns about a child in her care being abused or neglected. Sue has recently updated her Prevent duty training and understands her responsibilities in this area.

Risk assessments are up to date, Sue would benefit from some written risk assessments for outings. Policies are fully updated and shared with parents.

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Provide a copy of public liability insurance certificate	Y	
Provide evidence of registration with HMRC	Y	
Register with ICO	Y	
Update all policies, print out into a folder and share with parents	Y	
Update risk assessment and include risk assessment for outings	Y	Recommend written risk assessments for outings
Update Prevent duty training	Y	
Provide evidence of current first aid certificate	Y	

Actions	Recommendations	Date of completion
	Recommend written risk assessments for outings	ongoing
	When completing 2 year old checks, think about what the child is able to do/good at now and ensure this is added in to the document	ongoing



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