



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	Prisca Rallyathou Dieka Jo (Prisca's tiney home nursery)
Registration number	TY300012
Address	EN3 7DE
Date of visit	11/01/2023
Name of Quality Inspector	Sarah Doyle
Date of registration	05/08/2020
Number of children on roll	17
Number of children in attendance during visit	3
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

Children receive a high quality of education at Prisca's setting, as she has in-depth knowledge of each individual child's needs, strengths, and interests. Prisca has a secure understanding of the areas of learning and how children develop and this ensures that each child makes very good progress from their starting points.

Prisca has developed a welcoming and highly responsive learning environment, with interesting and engaging resources and experiences carefully planned to match the children's stage of development. Prisca is skilled in observing, scaffolding and supporting learning through play. Children share how they 'love' coming to Prisca's setting and they enjoy playing with her and their friends. Children evidently feel safe and secure in her care.

Prisca has a very secure understanding of her safeguarding responsibilities including the actions to take in the event of a concern about a child and allegations against adults, and her responsibilities under the Prevent duty. She considers wider safeguarding concepts, such as how to ensure parents are supported in keeping their children safe and promoting their wellbeing.

Policies and procedures are detailed and regularly updated. Prisca ensures that parents have read and understood key policies, and they are easily accessed on the tiny app. The behaviour policy should be updated to reflect the practice seen today, and tiny best practice guidance. Children's records such as medication and accident forms include the required detail and are stored securely. Procedures for evacuation are highly effective. Prisca ensures all parents, children and visitors understand the procedure, and regular evacuation practices are carried out. This has helped identify specific actions to continually improve the effectiveness of the procedure. Risk assessments are thorough, and this is seen in practice, for example daily safety checklists.

Partnerships with parents are extremely strong, Prisca considers varied ways to ensure parents are involved in the setting and can share their ideas, observations and knowledge. During the visit, a parent story time takes place and the children benefit from the parents knowledge of diversity and difference. Parents speak highly about the education their child receives and the help they gain from Prisca's experience to support learning and development at home.

At the time of the visit, Prisca had not renewed her paediatric first aid training as required, and therefore did not meet the EYFS statutory requirement to ensure completion of statutory training. An interim 'Support Plan' grading was issued to Prisca, however the full and relevant first aid training was completed on 21/01/2023, with evidence of this training provided to tiny. This section of the report has now been regraded as a 'good'.

Prisca has an excellent understanding of the areas of learning and how to develop her provision and teaching to meet children's needs. Through detailed observation and assessment, in partnership with parents, she identifies supportive and challenging next steps for learning and development. The curriculum is well considered and carefully sequenced, for example strengthening fine motor skills in readiness for making marks and writing. Activities and experiences are differentiated to respond to children's ideas and engagement in the moment. For example, circle time is adapted to include vehicle play, and the planned learning outcome is achieved through the child's interest.

Prisca understands the value of play and how this nurtures development and learning, for example during play with cars she uses positional and comparison language to support the children in their early maths development. Routine times are well utilised to support learning, for example tidy up time promotes understanding of colour and sorting.

Children take the lead in their own play and exploration, skilfully supported by Prisca who offers scaffolding and suggestions. Children demonstrate high levels of engagement, and strength in creativity and critical thinking. Prisca consistently encourages children to consider their own ideas, asking 'what can we do?', offering well timed support if needed. Children persist with challenges and use language such as 'we can try this'.

Prisca has developed a responsive learning environment, resources are carefully selected to support and extend children's current interests and fascinations. The wide range of open-ended material supports a breadth of learning opportunities, including plentiful and creative ways to develop and practise large and fine motor skills.

Excellent strategies are used to support communication and language and this ensures that children make strong progress in this area of learning. A good balance of comments and open questions are used, well matched to children's level of understanding. Comments such as 'that looks like more than five' encourage problem solving without closed questioning. The use of song throughout the day helps children to remember key words and phrases. Children are well supported in their developing literacy, they recognise their name as they sign in to the setting, and take part in regular story sharing which is interactive and movement based. Children demonstrate their skills in comprehension, asking and answering interesting questions when sharing books together.

Prisca has a secure understanding of early intervention which ensures all children are well supported in making progress in their development.

Personal Development and Independence – Outstanding ▾

Prisca has worked hard to develop her practice in supporting children's independence following her last 'Quality Assurance' visit. Good strategies are used to support children's independence in self-care, for example they competently wash and dry their hands before snack, self-serve their food and drink, and manage simple dressing with sequenced support. There is an emphasis on trying and persevering with challenges, and children confidently follow Prisca's model of exploring options and solutions.

Children are encouraged to independently make their own risk assessments, for example when playing in the ball pit, they consider how many children can safely access the area and talk about how they can keep themselves and others safe. Personal care routines are respectful, and Prisca ensures that children's privacy is maintained along with developing their independence, for example in toileting.

Prisca ensures that each child is represented in the setting, and that there are regular discussions on difference and diversity. Reading material reflects varied cultures, and parents are regularly invited into the setting to share their family experiences and traditions. Parents comment that their children are 'valued and loved for who they are'.

Behaviour and Wellbeing – Outstanding ▾

Prisca securely understands her role in supporting children's behaviour through co-regulation and uses highly effective strategies such as exploring issues together, suggesting appropriate solutions, and encouraging children to develop their capacity for self-regulation. Prisca checks if children need help, to ensure she is not interfering with their developing ability to identify strategies. Children are offered choices and opportunities to make their own informed decisions. Prisca's communication with children is consistently warm and positive, and children develop their confidence as a result of this sensitive support. For example, during book sharing with a young child, Prisca comments 'how many pages have you turned, do you need some help?', and this supports the child to develop their skills in handling books and in problem solving.

Children relate extremely well to their peers and to adults. They are observed to negotiate with each other and to check on their friends if they are upset. Children explore their own feelings and those of others during circle time, with the support of visuals, and Prisca helps children to match words to feelings. Prisca identifies that this could be even further developed with the use of mirrors and by linking body sensations to feelings.

Prisca has developed a supportive emotional environment, including familiar routines and support for transitions. Children are provided with gentle reminders of what is coming next, helping children to anticipate and process change.

Prisca is advised to update her behaviour policy to reflect the practice seen today, and the current best practice guidance from tiney.

Professionalism, Attitudes and Engagement – Good ▾

Prisca is an active member of the tiney community, regularly attending professional development opportunities to develop the quality of her practice, particularly in the quality of education. Following training in the use of sustainable materials, Prisca has developed her environment to include a range of open-ended material that the children benefit from exploring. Prisca supports childminder colleagues to develop the quality of their practice through her role as Community Coach.

Documentation and records are highly organised and safely stored. Prisca makes excellent use of the tiney app to share information with parents, such as assessment records, regular observations and daily feedback. Prisca has reviewed the tiney Quality Framework and intends to use this as a self-evaluation tool to inform her development priorities.

Prisca has developed strong professional relationships with each parent and family. Prisca ensures that families are involved in the setting, for example in shared reading sessions, and she offers sensitive guidance and support in parenting, development and learning. Parent's are highly appreciative of the in-depth communication Prisca provides.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Support children to develop independence skills such as washing their hands independently or self serving at meal times	Yes	
Add labels to drawers with pictures of the resources to enable children to self select effectively	Partly	Labels have been added, Prisca now needs to consider the use of photos.

Any Required Actions from this visit?	Date of completion
Renew Paediatric First Aid training	08/02/2023
Ensure car insurance includes business use in preparation for use with children this year (not currently using car)	Prior to using the car

Recommendations for how the provider can enhance their provision / areas for continued professional development
Update behaviour policy to reflect best practice guidance
Add safeguarding procedures to the visitors briefing (which currently includes health and safety aspects)
Extend even further the support for children to understand their feelings by introducing mirrors for children to see their facial expressions, and by drawing attention to body sensations such as hunger and linking these to feelings
Extend even further children's understanding of theirs and others cultures, for example making photo books with the children and parents reflecting their home experiences and cultural practices and celebrations. This will further encourage family involvement and the children leading on sharing their own experiences
Further develop self-evaluation and identification of improvement priorities, with reference to the tinney Quality Framework



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