



# 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!

<b>Name</b>	Melissa Brookwell
<b>Registration number</b>	TY0222001
<b>Address</b>	RH13 9SU
<b>Date of visit</b>	14/02/2023
<b>Name of Quality Consultant</b>	Helena Spinelli and Marc James
<b>Date of registration</b>	02/02/2022
<b>Number of children on roll</b>	6
<b>Number of children in attendance during visit</b>	4
<b>Registered assistants on site</b>	N/A
<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

Children regularly engage in warm and encouraging interactions with the childminder. They have a sense of security, self-esteem and well-being. For example, toddlers say that they are happy, and turn to Melissa for comfort. Children are respectful and polite to each other, Melissa has a strong focus on developing children's emotional well being, children are observed showing care and consideration to each other. Melissa helps children to label their feelings and the feelings of others.

The indoor and outdoor play areas create a stimulating environment for children. All areas of learning are effectively promoted and children benefit from a range of play materials and experiences.

Melissa's knowledge of children helps her plan a wide range of activities that supports children's learning, promotes their development and independence skills. When asked how she plans and supports next steps of learning, Melissa is able to demonstrate her assessments and planning taking place in the "here-and-now" not on paper, allowing her to focus on quality interactions with children.

## Leadership and Management – Good ▾

Melissa's knowledge and understanding of safeguarding are effective. She is able to identify possible signs of abuse and neglect. Melissa is confident in her understanding of the procedures to follow should she have a concern about a child's welfare. Although Melissa didn't note the date policies and procedures were reviewed, Melissa was able to demonstrate she reviews them regularly and shares them with parents. All statutory information and records were reviewed, such as records of accidents/incidents, medications, further Melissa obtained all necessary information about children under her care, this demonstrates she has a sound understanding of her statutory responsibilities.

Melissa ensures children are safe and secure, they are supervised at all times and risks are effectively managed. Her home, indoors and outdoors, is welcoming and well resourced, she takes great pride in the environment she offers, resources are of high standard and well maintained. Melissa carefully organises enabling environments for high-quality play. Moreover Melissa consistently observes children's interactions within the setting and continuously makes changes to how education is delivered, for example, the setting has a specifically set up playroom, she creates experiences and opportunities that provides curiosity, exploration, and the provision is inspiring with children showing excellent progress in their development.

Relationships and partnerships with parents are positive, for example through daily handovers, a messaging system and regular development reviews, Melissa has developed an effective system to share children's progress both at home and in the childminder's home, this provides continuity for children's learning, however Melissa is keen to improve her practice even further by implementing a system that inspires parents to support children learning through home learning resources and information packs, moreover she is eager to start making use of tiny's quality framework to further raise standards.

## Quality of Education – Good ▾

Melissa works closely with parents and the other childminders that children attend, by sharing information, for instance through thorough handovers, day to day messaging and sharing of pictures, Melissa provides parents with opportunities to be involved in their children's learning. Further, Melissa carefully promotes continuity of care for children, for example Melissa completed an assessment on a child and sent it to the new childminder to ensure consistent potty training practices.

The childminder demonstrates a secure understanding of the areas of learning and ensures the educational programmes she provides reflect children's needs and interests using her knowledge of the individual child to scaffold learning. For example, an activity provided encouraged children to think of their own ideas on how to use a variety of tools to manipulate playdough along with other natural resources available that enabled children to add colours and textures to their creations.

Melissa was able to explain the reasons why she has planned activities focusing on children's interests and tailored learning intentions, for example she explained she organised an activity on the floor because trays are limiting. Melissa successfully uses children's natural curiosity and creativity to help them to use available resources, for example older children used a ramp to measure the speed that different objects make moving down, being encourage to rest ideas, and find items to experiment with, while young children had fun by coping noises cars would make.

### Personal Development and Independence– Good ▾

Melissa's effective care practices promote children's confidence, resilience and independence, for instance while rolling different objects on a ramp a child said "What about this?" Melissa encouraged the child to try other objects that the child could find from the environment, finding various objects and making predictions, then seeing if it would roll. Children have regular opportunities to develop their physical skills during walks to local parks and a range of quality resources are available at the childminder's garden.

Children are confident to voice what they want to do and how they want to do it; during play the childminder was observed encouraging and showing a child how to press a button from a toy to make noise, allowing the child to do it herself - experimenting, facilitating discussion and problem solving is embedded in Melissa's practice.

Melissa is attentive of each child's emotional needs, for instance she makes use of resources ensuring the child is supported with the arrival of a new baby; when asked, Melissa explained that this will make the coming change smoother for the child, this shows Melissa's knowledge of how her practise can support children's emotional needs at home.

Children learn to use knives, under supervision, to cut up different fruits, older children are observed supporting others by saying what to do next, this ensures children are provided with good opportunities that help to develop their independence skills and meet their own needs.

### Behaviour and Wellbeing – Good ▾

Melissa ensures children are safe and secure, they are supervised at all times and risks are effectively managed. Her home, indoors and outdoors, is welcoming and resources are of high standard. Children have daily access to a well resourced garden, and fresh water is available and accessible to children at all times. Good hygiene practices were observed throughout the day.

Children form positive relationships amongst themselves. Melissa is knowledgeable about the importance of providing a warm, responsive relationship where children feel respected, comforted and supported. Melissa responds well to children's emotional needs and recognises when they need reassurance and comfort from her, this is evident when a child found comfort on her lap.

All children show each other respect and are observed being attentive to others' needs during meals, Melissa offers frequent praise and encouragement as children play, this effectively helps to promote their confidence and self-esteem. Older children are observed helping toddlers to wash their hands and offering comfort and guidance through the routines, this shows trusting relationships being formed.

Prior to the children starting in the setting Melissa offers an extended period of settling in sessions, she holds conversations with parents to get to know the child, and find out their interests. Children's social and emotional wellbeing is paramount at Melissa's setting, for instance when a child was a little nervous on her first day Melissa offered the parent to stay a little longer at her setting, this demonstrates how she has worked with children and families to build their confidence.

### Professionalism, Attitudes and Engagement – Good ▾

Melissa is an experienced childminder with many years experience working in nurseries; she has a degree in fine arts and loves preparing beautiful activities for the children under her care. While she endeavours to foster friendly relationships with families, her professional approach is evident through a clear understanding of all legal requirements and is able to demonstrate how these are implemented well.

Melissa is ambitious in the quality of teaching she provides, she has a particular interest for the "The Curiosity Approach" talking in length about its pedagogy. Melissa is part of online groups, explaining it's a great source of inspiration.

The childminder's commitment to her continuous professional development is evidenced on her practice and she has completed the required tiny CPD programmes, including webinars. Nevertheless, Melissa identifies the need to embrace relevant professional development opportunities to enhance her already excellent knowledge and skills by using tiny Quality Framework to further develop her reflection on practice. This conscientious approach will enable Melissa to achieve the highest possible standards for children.

Melissa has developed a good rapport with parents, regular records of children's learning is evident on the learning journal section of the tiny app for them to see. Records of medications and accidents have been seen and daily registers are completed on the app, this shows she is committed to ensure correct processes are followed and the necessary information is being recorded accurately.

Melissa is fully aware of the support available for her being registered with tiny, and feels comfortable seeking support when necessary to help her succeed in her role and provide the best care for the children.

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

Any Required Actions from this visit?	Date of completion
Add pet to risk assessment and create a pet policy. Send to tiney for review.	31/03/2023
Create and maintain a system of logging complaints.	31/03/2023
Ensure policies reflect the dates they were all updated.	31/03/2023

Recommendations for how the provider can enhance their provision / areas for continued professional development
Make use the tiney quality framework to further develop reflection on practice.
While taking account of the views of parents, develop a strategy to further support parents to understand and support child's age-appropriate development at home.





## 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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