



Quality Assurance Report **2022**

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 | Amifa Kebe-Kamara |
| Registration number | TY0321015 |
| Address | SE6 3TH |
| Date of visit | 25/08/2022 |
| Name of Quality Inspector | Oshra Murphy |
| Date of registration | 31/03/2021 |
| Number of children on roll | 9 |
| Number of children in attendance during visit | 5 |
| Registered assistants on site | 1 |
| 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 feel happy and secure in Amifa's setting. They are engaged with their play and choose their activities and toys freely and confidently. They voice their needs and wants to Amifa and her assistant who listen and respond to them attentively.

Children learn to manage their self care independently. They wash their hands before meals and snacks, go to the toilet and wipe their faces while looking at the mirror. Young children are supported to dress themselves and are praised for their efforts and success.

Amifa and her assistant know their children well. They know their likes and dislikes and plan and support children's individual learning needs. Children make good progress in their learning. They enjoy looking at books and count spontaneously while looking at objects. Children benefit from healthy home cooked meals. They help peel and cut the vegetables that are later served for lunch. This helps them understand the world they live in and learn about healthy eating.

Leadership and management – [Good]

- Amifa has a good understanding of her role in keeping children safe from harm.
- She has good knowledge and can identify the signs of abuse including radicalisation and allegations against herself and any other adults in her household. She knows what to do and who to approach if or when she has a concern about a child.
- She ensures her assistant has a good understanding and knowledge of all aspects of safeguarding including radicalisation and FGM.
- Amifa has a good induction process which ensures that assistants are familiar with her policies and procedures including the safeguarding policy. She meets with her assistant regularly and plans to carry out her supervision soon which will include peer observation. Amifa would also encourage her assistant to carry out peer observation on herself. She believes this will support her practice and sees this as an important part of her own and her assistant's CPD.
- Amifa's policies are up to date and are shared with the parents
- Amifa is attending different CPD courses within tiney and outside and uses the knowledge she gains to improve her practice. This is noticeable within the improvement made to interactions with children.
- Amifa risk-assesses her environment well. She is aware of the risks that children might face and constantly looking at ways to minimise these. She understands the importance of risk assessing any special outings. For example she plans to take children to the farm and will be going out before the trip in order to carry out a risk assessment which she plans to share with the parents.

Amifa works well with the parents. She shares information with them at drop off and pick up times, through whatsapp and although she is using the tiney app she is aware that she needs to make better use of it moving forward.

Quality of education – [Good]

There is a good improvement in the setup of the environment since Amifa's last qa visit. The front of the room is set up in a way that encourages children to explore and engage allowing them free access to resources. However there is still room for improvement as the second half still needs some more improvement. For example, creating a comfy book area to support children's emotional behaviour, allowing them to take time to relax and look at books quietly and creating an area where children can enjoy mark making independently without the need to ask for resources.

Amifa and her assistant know the children well. Amifa has created a curriculum that supports children's development taking into consideration individual ages and stages of development. For instance, children learn about harvest.

Amifa incorporates teaching about different fruits and vegetables as she builds on

children's knowledge and understanding, planning to take children to the farm to embed this knowledge. She plans activities that allow children to explore and learn about the fruits they have at lunch. For example, the older children cut fruits, babies are supported by the assistant to peel the corn, taking account of each child's individual abilities, and varying support as required. The pre-prepared fruits and vegetables are then offered to the children with their lunch.

Interaction with children is good. Both Amifa and her assistant use open ended questions to encourage children to think and answer questions, voice their ideas. Children are given enough time to do this. For example while looking at a book children are asked about the shapes they can see. Amifa points out similar shapes in the environment to the younger children.

Children develop basic understanding in mathematical concepts well. They count objects independently throughout the day such as the pieces of cucumber they put on their plate at lunch time. They are praised for their effort.

Amifa and her assistant support children well to transition between the daily routine. They explain to children what will happen next giving them enough time to understand and process this information. This allows for a smooth transition with minimal conflicts. Children enjoy running and exploring the big garden. They run, ride bikes and explore sand and water. On a rainy day Amifa brings in a small climbing frame which allows children to keep physically active.

Personal development – [Good]

Children's independence is supported well. They start to manage their own self care . washing their hands before meals and snacks, going to the toilet and cleaning their faces after lunch while looking in the mirror.

Children learn to share and take turns. Although, at times, the younger children struggle with this , they are supported well and become more resilient. Children learn to take measurable age appropriate risks. For example children climb the small climbing frame , stand up and walk down the slope independently under the watchful eye of the assistant who encourages them to do it safely.

Children benefit from nutritious meals which are cooked freshly by Amifa. They serve themselves and are encouraged to try different food.

Lunch time has improved since the last QA. children sit and enjoy it as a social activity while they talk to each other and Amifa. However at times, Amifa could utilise her assistant better to support her with managing this time of the day, especially as a child still gets up and walks around.

Amifa understands the importance of celebrating different cultures and that each child comes with different experiences. For example, she celebrates Polish holidays to support a

child's heritage and background.

children 's individual needs are met such as offering vegan food to children whose parents are vegan.

Amifa ensures parents are involved and aware of their child's progress, especially during settling in time. She calls and sends photos to reassure parents of their child.

Behaviour and attitudes – [Good]

Children form good and strong bonds with Amifa and her assistant. That helps them develop their confidence as they feel comfortable to approach them for cuddles and to voice their needs and wants in a variety of ways. Such as asking for their milk while at the lunch table. Amifa and her assistant are aware of children's non verbal cues and act appropriately in response to them.

Amifa and her assistant support children's self regulation well. They explain to children what is happening now and what will happen next. They give children enough warning between activities. For example, at nappy changing time Amifa explains to children that their nappy will be changed after story time. They provide an environment that is set in a way that allows children to explore independently and safely, taking some measured risks. Such as using a small climbing frame to go up and down the slope.

Since the last QA visit Amifa has improved her practice and understanding around managing children's behaviour. As a result children's behaviour is good and there are minimum conflicts which are dealt with promptly and appropriately.

Children make good relationships with their peers. For example they eagerly wait for their friends to come and play and greet each other warmly. Amifa has good relationships with parents. They share information with each other at pick up and drop of time via whatsapp and the tiney app.

Social and emotional well being – [Good]

Children are happy and confident. They are happy to voice their needs and wants. They have good and strong relationships with Amifa and her assistant who are sensitive and attentive in their approach.

There is a good routine in place. Children know what is happening now and what is about to happen. This has a positive impact on children's behaviour and conflicts are minimal and are handled appropriately and calmly.

Children are free to choose their own resources and toys. They move around the home with confidence. The environment is in general set up in a way that encourages children to engage and explore, allowing them to lead their learning. Amifa assesses children's development constantly and regularly, she plans for extending children's learning when appropriate and when they are ready for it.

| Any Actions from the previous QA / compliance visit | Action met? Yes / No | Comment / Actions / Recommendations |
|--|-------------------------|--|
| Update children's information on passports | yes | |
| Ensure children are signed in and out of the building in a timely manner | yes | |
| Update policies and share with parents | yes | |
| Ensure all assistants are signed in and out of the building in a timely manner | yes | |
| Ensure you have a COVID policy that is shared with parents | yes | |
| Create a robust induction checklist and ongoing program of supervision for assistant | yes | Discussed with Amifa the objectives of peer observations and gave her a couple of ideas of how to carry these out effectively. |

| Any Required Actions from this visit? | Date of completion |
|--|--------------------|
| Ensure continuous use of the tiny app to upload observations and use for communication with parents. | On going |

| Recommendations for how the provider can enhance their provision / areas for continued professional development |
|---|
| Keep developing the indoor space even further especially the 2nd half of the room allowing children to benefit fully from the activities and resources available to them. |
| Make better use of the assistant to enable her to provide better support around lunch time |



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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