



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. This is the second visit in the first year and the childminder will have already had a compliance visit to ensure they are meeting the Safeguarding and Welfare requirements of the EYFS.

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	08/03/2022
Name of Quality Inspector	Cheryl Bedding
Date of registration	31/03/2021
Number of children on roll	9
Number of children in attendance during visit	6
Registered assistants on site	2
Evidence of any previous actions being met	N/A

Grading

Quality of education – [Requires Improvement]

Amifa is aware of the current developmental needs of her children. Assessments are completed and development is monitored and shared effectively with parents. Amifa has a large indoor and outdoor space that allows the children to freely utilise.

Amifa has attended training and was able to reflect on those recently completed and how these have impacted her practice, including having more awareness of children's heritage, partnering with the parents and reflecting these in activities she carries out with the children.

There was evidence that the children are taken on local outings which are risk assessed. A recent trip to a local museum provided the children with key experiences. Amifa did read stories chosen by the children and sing songs after lunch time had finished.

Environment has some defined areas, including a play kitchen and book area, however, these are not resourced effectively and not set out in a way that encourages the children to be highly engaged and become autonomous learners. It is not stimulating or challenging

Children were seeking guidance from Amifa as to what to do, rather than being able to choose and explore independently. There are also hazards in the play space that posed a risk to the children, hazards that children used to climb on. Amifa plans for the children, following their lead and also using key events during the year to create activities. Although, today these were a little ineffective, for International Women's day she created a W in the tuff tray with cotton wool, with no other discussion points or activities linked to this during the visit.

Some open ended questions were observed during an activity with the cars, however there were many missed opportunities for learning including with one child who observed some environmental print, that was not followed through with deeper discussion.

Both of Amifa's assistants demonstrated a limited awareness of teaching and learning strategies, with both following the children and merely supervising, rather than engaging them with meaningful interactions and deep level engagement in activities or the environment.

Personal development – [Requires Improvement]

Amifa demonstrated effective COVID procedures, ensuring visitors sanitise their hands prior to entering the premises, Unfortunately the personal care practices for the children did not enable independence with the children requiring an adult to find a chair or the children to stand on to wash their hands in the sink. There is a downstairs bathroom that has a step stool for the children, however, this is not used,

A child asked for the potty which was a new experience for him, Amifa took him to the bathroom, but then brought the potty out to a corner of the the main play space, she encouraged him to use it but he said no, Amifa did acknowledged that he may be scared of it and how this will be shared with the parents.

Amifa did not demonstrate a social or relaxed experience around meal times, it was very chaotic. Children were arriving at different times from the garden, some children's hands were not washed prior to them taking food off their plates, children were continually up and down off their chairs and walking around with food and children did not sit to eat the meal that was served for them. This then impacted the children later on as they were hungry and wanted additional snacks.

Whilst one child was encouraged to try to put her coat on by herself, which was after she had been sitting for 5 minutes waiting for adult support, the rest of the children were not supported to get dressed or undressed by themselves. Both Amifa and her assistant spent a long time doing this for them in order for them to go outside.

Behaviour and attitudes – [Requires Improvement]

The children have clearly developed a warm and secure attachment to Amifa and seek support and care from her when required. Amifa has tried to support children's behaviour with different strategies, including a display on the zones of regulation and supporting the children to hug each other.

However, Amifa was dealing with a lot of behaviours during the visit that required many of her interactions to be reactive. The children were demonstrating a need for engagement, stimulation and guidance in their behaviours which were not being met. The support for behaviour was a little sporadic and there were mixed messages through inconsistency which confused and didn't allow for predictability or routine. For example, the children began to splash water in the tuff tray, she mentioned to them that they needed an apron, this was not followed through. She then told them that the water is finished now, she placed a towel in the tray, the children immediately removed the towel and continued to play.

No evidence of self regulation was observed with children seeking guidance from Amifa to 'fix' any concerns, the response was often 'be nice' with no follow through with conflict resolution and no way for 'be nice' to be quantifiable for the children.

Children were praised when they carried out a task or demonstrated some positive behaviours, however the children would benefit from more consistency, boundaries, and structure. Whilst Amifa tried to support friendships and relationships between the children, this was challenging with children pushing and screaming at each other and throwing toys.

Leadership and management – [Requires Improvement]

Amifa has 2 assistants registered with her, she supports a shift pattern for them which enables them to have a lunch break. One assistant is currently studying and Amifa is supporting her time with this. Amifa has completed an induction process and meets regularly with them to discuss practices, policy and professional development. Amifa's assistant was effective in her knowledge of first aid and safeguarding. However, Amifa did mention that this induction process is 'in her head', it would be more beneficial if this was clearly set out and signed off by both Amifa and her assistant to ensure key policy isn't missed.

Amifa is organised with her paperwork and it is stored effectively, however some policies are out of date.

Amifa is aware that her assistants are not effective in some aspects of their work, including

teaching and learning. Amifa does not utilise her assistants or manage her time as well as she could, for example, when the children were going outside, Amifa was clearing up and setting up the resources, this should have been done prior to the children accessing the space, enabling her to engage and interact more with the children.

Children were not signed in or out on the app or on a paper register, Amifa mentioned that she will do this as a task at lunch time when time allows. Children's passport are not up to date with key information missing.

Social and emotional well being – [Requires Improvement]

Amifa has enabled the children to have a warm relationship with her and she does want to ensure that they have a positive experience whilst in her care. However, the lack of routine, consistency and awareness of an enabling environment, doesn't support this as effectively as it could do.

The environment at present doesn't enable the children to be autonomous learners or enable them to develop a strong level of independence that will support them to develop effective self help skills or self regulation.

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

Amifa has an environment that offers space and opportunities and if executed effectively could provide amazing experiences for the children. She cares deeply for the children and clearly has a positive relationships with the parents, which is supporting the children's overall needs, alongside her awareness of their current learning needs and next steps.

Areas of strength

- A large space with opportunity to create an enabling environment
- A desire to continually improve
- An awareness of the developmental needs of the children

Areas for further professional development

- An alteration in the environment ensuring the children can be autonomous learners and that it meets and supports all areas of learning and development
- Effective teaching and learning strategies that provide opportunities for deeper critical thinking
- Enable the routine/practices to include opportunity for children to be independent in their self care and provide a calm, relaxed and social experience around mealtimes
- Ensure processes for induction and support for assistants is robust and clear

Safeguarding

- Ensure all children's passports are up to date
- Ensure all children are being signed in and out of the building at the correct times
- Ensure all policies re up to date and shared effectively with parents

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
N/A		

Actions	Recommendations	Date of completion
Update all children's information on passports		18/03/2022
Ensure children are signed on and out of the building in a timely manner		Ongoing
Update all policies and share with parents		25/03/2022
Ensure all assistants are signed in and out of the building in a timely manner		Ongoing
Ensure you have a COVID policy that is shared with		25/03/2022

parents		
	Consider your environment, make use of the space and create key areas for children to engage with and explore	25/03/2022
	Attend training with a focus on self regulation	End of March 2022
	Attend training on effective teaching and learning in the early years	End of March 2022
Create a robust induction checklist and ongoing programme of supervision for assistants		End of March 2022
	Develop a clear routine and structure to ensure meal times are calm and offer a social learning experience	End of March 2022



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