



# 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!

<b>Name</b>	Toyin Olumese
<b>Registration number</b>	TY0321003
<b>Address</b>	SE18 5SE
<b>Date of visit</b>	24/03/2022
<b>Name of Quality Inspector</b>	Sarah Read
<b>Date of registration</b>	04/03/2021
<b>Number of children on roll</b>	6
<b>Number of children in attendance during visit</b>	4
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	N/A

## Grading

### Quality of education – [ Good ]

Quality of education is good. A range of different experiences and activities across the day keep children engaged and they are keen to learn. During circle time children are encouraged to sing songs and read books. Using the story 'Jabari Jumps' which is clearly a favourite, the children can retell the story really well. Children are encouraged, but not expected to join in, and Toyin's assistant, Rose, supports a younger child who is pointing to pictures of fruit and vegetables on the wall, helping her identify the names.

Activities are well planned and meet children's developmental needs meaning that children engage well with activities that interest them. Appropriate commentary and questions are used by both Toyin and her assistant. Children are able to lead the activities in the way that they choose and extensions to activities are sought - for example when children are engaged with the farm animals on the tuff tray, they are encouraged to sing songs related to farm animals, talk about their experiences of going to the farm, and Toyin is planning a trip to the local farm in the near future.

Experiences provided for children enable them to make links in their learning really effectively - for example when reading the story, Toyin uses the book as an opportunity to talk to children about their feelings, such as what might make them feel scared.

Opportunities for children to develop mathematical learning are apparent across the routines and activities within the setting. Children are encouraged to count the number of 'Jabari's' in the book using one to one correspondence, they are able to do this accurately. Counting also happens naturally as children go up and down stairs. Photo books and collections of the children's 'work' are kept in the setting and shared with parents.

### Personal development – [ Good ]

Support for children's personal development is very effective. Promotion of children's independence is a key strength in the setting. Children take turns to serve the drinks at lunchtime using the water dispenser, giving a cup to each child. Children are encouraged to support their own personal hygiene practices such as wiping their noses. Resources are accessible as they are at low level and the drawers have pictures of the contents so that children can see what is inside.

Toyin talks regularly to the children about self care, for example the importance of using sun cream and of having a 'tiny rest'.

Oral hygiene is discussed with the children, posters on the wall prompt discussion and they talk about brushing teeth, going to the dentist and not wanting cavities.

Handwashing is consistent, children wash their hands before snack and mealtimes and when coming in from the garden.

Toyin prepares healthy meals and snacks for the children, some parents choose to provide children with their own food and Toyin accommodates this well.

Children are taken outside daily either in the garden that is small but well resourced or to local parks. Children are also taken on the bus to the library. Children enjoy playing in the garden and have good control and co-ordination of both large and small movements - children jump on the trampoline, navigate in the toy cars and experiment in the mud kitchen. Books and resources reflect different cultures and on Wednesdays children also try food from different cultures.

Relationships with families are very good. Rose and Toyin discuss whether a child should have her dummy for sleep time only. There is a strong ethos of not having a dummy in the setting although they agree that if the child is distressed at sleep times they need to give her the dummy. This is communicated well with parents and they understand the importance of effective partnership working.

### Behaviour and attitudes – [ Good ]

Children in the setting generally play really well together. They understand turn-taking, for example, during one activity a child states 'first it's .....s turn'. They help with tidying up and setting the table for snack and Toyin and Rose respond with appropriate praise which the children respond really well to.

Children concentrate well and are engaged and focussed in activities. In the garden children are fascinated by a spider, 2 of the children are a bit scared, Rose reassures them and shows them that the spider is not scary, by the end of the outside play session all the children are

comfortable with the spider.

Clear instructions are given by both Toyin and Rose for example during hand washing upstairs children are asked, 'why do we need to be careful with the door'? The child is able to describe why and Rose agrees and repeats this to all the children. Children understand instructions and respond well to them consistently.

When an activity starts to get a bit chaotic - Toyin talks to them clearly about the importance of sharing, her tone is really good and children respond well.

### **Leadership and management – [ Good ]**

Toyin is an effective leader in her setting. She is well organised and fully compliant with the requirements of the EYFS. She also knows what is expected of her in her role as manager to her assistant. An effective induction was provided for her assistant and 3 monthly supervision where Rose is given areas for development.

Toyin and Rose work well together as a team to support the needs of the children in the setting.

2 year old checks are completed and Toyin understands the importance of sharing information from these with parents.

Toyin also understands where to seek additional support for children if she feels this is necessary.

### **Social and emotional well being – [ Good ]**

Children enjoy being at the setting and Toyin clearly enjoys working with them. Children have excellent relationships with both Toyin and her assistant. For example there is a developing attachment between one child and Rose which is supported. During nappy changing, children's emotional needs are well supported, Toyin talks to the child about what is happening and sings songs and uses excellent interactions to distract and calm the child. Parental feedback reflects how well a child who has been in the setting for a short time has settled in and how she has progressed in Toyin's care already.

Toyin shares concerns with parents and if there are areas for development Toyin suggests activities for the children to do at home. There are future plans for a lending library with books and reading records to go home with children

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

Children can learn, play and develop freely in an environment that supports their individuality and natural curiosity. Children are happy and have a lot of fun in Toyin's care and benefit from a supportive learning environment. Children are kept safe emotionally and physically in an environment of positive praise and encouragement. Children's development and care needs are effectively met and they have opportunity to develop in all areas of learning in a supportive environment.

### Areas of strength

- Plentiful opportunities for children to develop their skills in independence
- Children are given effective opportunities to make links in their learning
- Interactions are sensitive and responsive

### Areas for further professional development

- Continue to look at ways to celebrate diversity and difference
- Ensure consistency around positive wording when providing instructions e.g. instead of 'don't run on the stairs' say 'can you walk down the stairs'.

### Safeguarding

Safeguarding is effective, Toyin's setting is fully compliant. Policies are in place and are shared regularly with parents. Toyin and her assistant keep up to date with safeguarding training and understand their responsibilities for keeping children safe. They know where to go if they need to report a concern.

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
NA (first visit)		

Actions	Recommendations	Date of completion
Practice fire drills termly and record		By 15/4/22 and termly thereafter





## 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