



# 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	Jathniella Wales - Enchanted Tiney Home Nursery
Registration number	TY0422005
Address	M9 8DX
Date of visit	29/03/2023
Name of Quality Consultant	Jordan Barnett
Date of registration	26/04/2022
Number of children on roll	3
Number of children in attendance during visit	2
Registered assistants on site	0
Evidence of any previous actions being met	N/A
Overall Grading	Support Plan ▾

### Overall effectiveness of the setting, with an overview of the strengths and areas of development – What is it like for a child here? Including the views of the child / child's voice

Jathniella has created an environment where children feel valued and respected; children are responded to positively and their wants and needs are heard and met. The children feel secure in their environment and are given opportunities to express their feelings, always being responded to by Jathniella's calm and caring approach.

Children lead their own play, both initiating their own activities, and supported to make their own choices with activities offered by Jathniella. Children therefore feel secure to explore, and confident to follow their own curiosities and intrinsic motivations.

Singing happens all day long at Enchanted Tiney Home Nursery and the children enjoy joining in with the words and actions to songs Jathniella sings. This creates a fun and happy environment for the children to play in.

Jathniella has achieved a 'Good' grading in 'Quality of Education', 'Personal Development and Independence' and in 'Behaviour and Wellbeing'. A 'Support Plan' grading has been issued in leadership and management, with Jathniella demonstrating an understanding of where her practice needs to be addressed in order to work in line with all statutory requirements.

## Leadership and Management – Support Plan ▾

Jathniella has adequate risk assessments and policies in place to support children's safety within the setting, however these are not always followed in her practice despite being recently reviewed and updated.

Jathniella understands her role as the designated safeguarding lead and is aware of the potential signs and behaviours which may be a cause for concern, she demonstrated a sound knowledge of the processes to follow if a safeguarding concern was to arise. Jathniella also demonstrated a good understanding of the procedures to follow if an allegation or complaint was made against herself or her setting.

There were a number of breaches to safeguarding requirements highlighted at the visit which must be addressed with immediate effect. Jathniella demonstrated a commitment to address these and ensure that practice going forward was in line with statutory requirements; ensuring suitable consideration was given to the safeguarding and welfare of children in her care.

## Quality of Education – Good ▾

Jathniella responds positively and it is clear that there are secure attachments between Jathniella and the children in the setting. Jathniella responds to children's spoken words and also their non-verbal actions, demonstrating a good understanding of the children's wants and needs. The children look to Jathniella to share their resources, their interests and their curiosities.

Jathniella is an upbeat childminder who sings spontaneously with the children all day long, reflecting on the actions and interests of the children within the songs she sings. The children respond positively to this. For example, when playing in the garden a child shows an interest in the music wall, banging on the pots and pans with the utensils hanging nearby. Jathniella sings and dances as the children are both banging on the saucepans. She then crouches down to their level and begins to sing "incy wincy spider" with actions as the children are still banging and making sounds. The children repeatedly turn to look at Jathniella, smiling and making eye contact with her, visibly enjoying her interactions with them.

The children engage in a painting activity in the garden, both children enjoy exploring the paint and making marks. Jathniella scaffolds the children's learning, commenting on the colours they are using and their actions. Jathniella puts a bucket of water out for the children to wash their brushes. Each child engages differently in the water; one dropping a car in, the other using a wooden spoon to mix. Jathniella allows the children to follow their interests and explains how the two children's differing interests mean even when playing with the same activity, the children will engage in their individual ways. Jathniella supports this and allows the children to make their own choices and lead their own play throughout the day.

When in the craft room, a child showed an interest in letters on a poster by pointing to it, Jathniella points to each letter saying it clearly and the child copies and repeats the letter back to her. This learning is later extended when Jathniella is making lunch and sings “E is for eating, E is for eating”. The child’s interest in letters and sounds is extended again after lunch when Jathniella engages the children in a letter flashcard activity. Jathniella sang about each letter, eg. “f for fish, f f fish”. Both children engaged in the activity and explored the flashcards, one commenting on the letters and Jathniella repeating the letter then singing the relevant song. The children demonstrated enjoyment of Jathniella’s songs and tried to copy and join in.

Children’s language is supported in the setting and Jathniella responds positively each time the children speak, often repeating their words and phrases back to them or responding to their comments. However, children’s expressive and receptive language could be further developed if Jathniella used more nouns rather than “that” or “this” in her own language to support children in identifying objects and actions.

#### Personal Development and Independence– Good ▾

Jathniella allows and supports children to take risks in their environment and to make mistakes, encouraging children to be resilient and learn cause and effect. When the children were playing in a tuff tray, they knocked the tray onto the floor, “oh-oh” Jathniella said calmly and picked the tray back up for them. If Jathniella had encouraged the children to help her pick the tray up this would have supported the children to further develop their self-care and independence skills.

Jathniella could further support children’s self-care skills when getting ready to go outside. Instead of putting children’s coats and shoes on for them she could support children in dressing themselves by giving small tasks and instructions to help them learn, for example, she could help put a child’s shoe on and encourage the child to stick the velcro down, or she could start a child’s zip on their coat and encourage the child to pull the zip up themselves.

At lunchtime the children were given their own plates to carry to the table. Jathniella explained how both children had recently begun to be more independent at mealtimes and feed themselves. This demonstrated Jathniella’s knowledge of recent progress the children had been supported to make. To encourage the children to eat more of their lunch, Jathniella sang a song about their bananas and other foods which worked effectively. Jathniella’s fun and positive approach meant lunchtime was full of smiles and giggles.

Although Jathniella provided multiple activities for the children to engage in, they were supported to follow their intrinsic motivations with each of these activities and also had plenty of time for self-initiated activities throughout the day too. Jathniella's calm and fun approach means the children are confident to express their feelings and emotions. Janthiella is able to follow their non-verbal cues as well as their spoken words. For example, when a child tapped on the door, Jathniella recognised this as the child wanting to go back inside and verbally displayed this understanding to the child, consequently the child felt his voice was heard and supported his developing confidence.

The children in Jathniella's care responded to the boundaries set in the environment and regularly followed instructions given by Jathniella. When a child said "no", Jathniella used positive behaviour strategies to support children in following the routines and boundaries. For example, when a child needed their nappy changing and said "no", Jathniella responded by saying "no?" in a calm and jokey voice. This made the child smile and the child repeated "no" back, looking up at Jathniella, smiling again. Jathniella again repeated "no" in a jokey voice and put out her tickling arms to which the child responded by giggling and willingly going for her nappy change.

When a child is climbing on the slide in the lounge, she goes to jump from the top of the slide to the sofa, Jathniella sees this and calmly says "ooh we don't jump from there, we might get hurt, let's go down the slide" then supports the child to sit at the top of the slide. Jathniella then counts excitedly, "1..2..weeeee" and the child laughs and goes down the slide. The child then runs back to do it again. The other child then wants to join in too, Jathniella continues to excitedly count "1..2..weeee" each time the children climb to the top and go down the slide. The high energy and excitement Jathniella displayed kept both children engaged in the slide and wanting to go back again and again, a brilliant distraction from the initially dangerous actions the child attempted.

Jathniella demonstrated positive relationships with parents, displaying communication threads where children's interests and progress was shared on a regular basis. However, Jathniella is not yet engaging with the tiney app and doing so would support her to work in line with tiney's values and processes. Due to not engaging in the tiney app, Jathniella is not working in line with statutory requirements and has not collected the necessary information from parents to support children's welfare in the setting.

Jathniella has attended some training and webinars with tiney during her first year of trading, however committing more time to this would support Jathniella in furthering her knowledge and skills and ensuring she is not missing out on valuable resources the app offers which could support and enhance her practice.

Jathniella has participated in some local playgroups and is currently looking for other local groups that she can take the children too.

Going forward, Jathniella is keen to use the 'Quality Framework' used by tiney to support her practice. She showed an understanding of the importance of engaging in the tiney app, resources and community and demonstrated a keenness to ensure she fulfils all requirements going forward and improves her practice with an aim to achieve a 'good' grading at her next quality assurance visit.

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

Any Required Actions from this visit?	Date of completion
Ensure children are signed in and out of the setting every day to ensure an accurate attendance record for children is kept in line with statutory requirements	Immediate action required
Ensuring children's information is completed on the tiney app, including children's passports, medical and dietary information, emergency contacts and permissions.	Immediate action required
Ensuring medicine is kept out of reach and sight in line with the medication policy.	Immediate action required
Ensure there is cohesion between the setting's policies and the setting's practice.	Immediate action required
Ensure first aid kits are taken when on trips out of the setting	Immediate action required
Register with the ICO	2 weeks

Recommendations for how the provider can enhance their provision / areas for continued professional development
Value the importance of engaging with the tiney app, training and quality framework to support all areas of compliance and quality of practice.
Refresh knowledge on the prevent duty to ensure you have sufficient knowledge to safeguard children





## 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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