



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!

Name	Shumaila Hassan
Registration number	TY0821007
Address	UB1 2SA
Date of visit	06/10/2022
Name of Quality Inspector	Sarah Doyle
Date of registration	27/08/2021
Number of children on roll	2
Number of children in attendance during visit	1
Registered assistants on site	N/A
Evidence of any previous actions being met	N/A
Overall Grading	Outstanding

Overall effectiveness and strengths of the setting – What is it like for a child here?
Including the views of the child / child's voice

Shumaila has created a welcoming and responsive setting and curriculum which is led by the children's needs and interests. Children engage in a range of highly motivating and interesting experiences which support their learning in a playful way. Parents and children are regularly consulted to ensure the setting reflects what is important to them.

Play is highly valued and uninterrupted, with Shumaila skilfully supporting learning in the moment.

Children make excellent progress from their starting points and become confident communicators and learners during their time at the setting. Feedback from parents is very positive as they share how their children have been supported in both their learning and emotional wellbeing.

An inspirational commitment to continuous professional development, and active engagement in the tiny and local community, empowers and enables Shumaila to ensure that each child receives a high-quality education.

Leadership and Management – Outstanding

Shumaila has a very secure understanding of her safeguarding responsibilities, including the actions to take in the event of a concern about a child and any allegations made against adults. Safeguarding policies are regularly updated and include details on aspects such as responsibilities under the Prevent Duty. Shumaila ensures she keeps up to date with national updates, Local Authority procedures and local contexts.

Policies and procedures are detailed, and carefully adapted to meet the needs of her setting and the cohort. Parents have access to the policies via the app, and there are procedures in place to ensure parents have read and understood them. There is a clear evacuation procedure in place, with regular evacuation practice carried out, with areas for improvement identified to ensure the procedure is effective. All areas of the setting, and the regular outings the children are involved in, are thoroughly risk assessed.

Shumaila demonstrates an outstanding commitment to professional development, engaging in a wide range of training. She actively researches aspects of teaching practices that she would like to strengthen, to enable her to effectively meet the needs of the children. These benefits to children's development are evident from observation during the visit, with serve and return interactions and the use of visuals and signing. Shumaila supports childminder colleagues to develop the quality of their practice through her role as a 'Community Coach'.

Partnerships with parents are extremely strong, Shumaila ensures parents are fully involved in the setting and are able to support their child's learning at home. Parents are provided with good quality advice and information such as local family support and starting school. Children are well supported in being ready for the next stage of their education, for example Shumaila works with the school to ensure consistency of educational programmes.

Shumaila has a strong understanding of the graduated response, including accessing specialist advice, planning strategies and interventions, and support for families. This ensures all children are well supported in making good progress.

Quality of Education – Outstanding

Children make excellent progress in all areas of their learning, with a particular strength in communication and language. Shumaila is skilled in a range of communication strategies such as serve and return interactions and using children's interests as a motivator for engagement in social communication. Shumaila links actions and gestures to key words which helps children to remember, and provides language models which are well matched to children's receptive language, helping them to build sentences.

Children are supported to develop their curiosity with questions and discussion models such as 'what can we do?' and 'let's find out.' Storytelling is multi-sensory and movement based, which children respond well to.

Children are highly engaged in play and demonstrate good dispositions for learning such as persisting with challenge, and being motivated to explore and connect ideas. This is

supported by Shumaila's model of actively learning with the children, for example using books to find information on the names of different dinosaurs.

Shumaila has developed a well-focused and responsive curriculum which informs the interesting and varied daily activities. Shumaila has a clear understanding of what she wants to support the children to learn and experience, and this is adapted and differentiated as needed. Children and parents are directly involved in developing the curriculum, for example they help plan the routine and make suggestions for specific activities.

Shumaila has a detailed knowledge of the areas of learning in the EYFS and the way in which children learn. There are many opportunities for children to develop their fine and large motor skills and to engage in negotiating risk with Shumaila's encouragement. The balance between adult led activity and child led play is highly effective, and Shumaila skilfully scaffolds learning at every opportunity, for example counting for purpose and comparing the sizes of play resources, using the clock to recognise the time for feeding the pets, and linking imaginative play to the morning story of '*Handa's Surprise*'.

Shumaila is highly knowledgeable of each child's learning next steps and these are supported consistently both in the moment and through the planned experiences. The use of detailed observation and assessment, in effective partnership with parents, ensures that Shumaila understands each child's strengths, needs, family context, and the experiences they bring to the setting.

Personal Development and Independence – Outstanding

Children are very well supported in developing their independence, confidence and competence. Children are encouraged in their self-care and in taking a lead during daily routines, for example setting the table for lunch, making beds for nap time and using a hand mirror to clean their face. Children are actively involved in managing risks and considering actions, for example at meal times they are asked 'what do we need to do next' and the child remembers to secure the belt in the high chair. Personal care routines, such as nappy changing times, are respectful and private, and utilised as an opportunity to talk and practise skills such as dressing and hand washing. Shumaila uses good strategies to help children develop their independence step by step. The use of song helps children anticipate and engage in routines.

Children grow vegetables and herbs in the garden and use these to help prepare balanced meals. Shumaila is highly knowledgeable of children's cultural food choices and develops individual menus. Oral health is promoted in fun and engaging ways such as brushing the dinosaur's teeth which is a current interest of the children.

The children are well supported in understanding their own and others cultures and to celebrate differences. Festivals such as 'Holi' are celebrated, and Shumaila ensures children share what is important to them, for example Shumaila plays music from children's homes in the setting. Shumaila talks to the children about her own cultural practices, and the children have regular outings to places of worship. Books reflect different cultures, and the children visit the library regularly to choose reading material.

Behaviour and Wellbeing – Outstanding

Shumaila is skilled in understanding and supporting children's feelings and behaviour and the children are evidently secure and settled in her care. Her interactions with children are respectful, calm and considered and she often asks children how they are feeling and how she can help. Excellent strategies such as drawing attention to her rumbling tummy and saying 'I am hungry' helps children to link body sensations to feelings.

Shumaila actively co-regulates with the children and encourages them to consider their own solutions when they encounter difficulties. Young children use the language of feelings confidently, for example they talk about how the cats in the setting might be feeling sad if they haven't eaten their food. Shumaila consistently models more complex feelings such as 'I'm confused'. The emotional environment is very well considered, with areas for children to retreat to when they need it, and opportunities to explore emotions through the use of mirrors, puppets and visuals.

Children are encouraged to take ownership of their setting, for example discussing and agreeing boundaries. Children relate extremely well to each other and adults, and readily follow instructions.

Professionalism, Attitudes and Engagement– Outstanding

Shumaila has developed highly professional and supportive relationships with parents. Feedback demonstrates that they very much appreciate the support received, for example in helping children to settle into school by sharing educational programmes and suggesting adaptations to transition arrangements. Parents and grandparents are regularly invited into the setting for stay and play sessions, and this provides them with a model to support their child's development at home. Parents and children take an active role in identifying what they would like to experience and learn, and are provided with a wide range of information and resources such as home learning support packs.

Shumaila is a highly active member of the tiney community, and supports a large number of childminding trainees and childminding colleagues to develop their skills and knowledge, through the tiney community hub and in her role as Community Coach. She acts as an excellent advocate for tiney, championing high quality practice, learning from colleagues, and encouraging others to engage in community events and professional development. Shumaila provides regular feedback to tiney on what works well and what could be improved from the perspective of a childminder, for example developments to the app and current trends regarding support needs in the community.

Shumaila has a clear plan for the development of her setting, she is not complacent and is eager to continually improve. She is familiar with the tiney Quality Framework and has used this as a self-evaluation tool to inform her development priorities.

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
N/A	N/A

Recommendations for how the provider can enhance their provision / areas for continued professional development
Extend even further children's understanding of theirs and others cultures, for example making photo books with the children and parents, reflecting their home experiences and cultural practices and celebrations. This will further encourage family involvement and the children leading on sharing their own experiences



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