Quality Assurance Report 2023

In accordance with EYFS Statutory Framework, Safeguarding and Welfare requirements

tiney

Ofsted registered childminder agency

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.

tiney

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	Sophie East
Registration number	TY0322012
Address	KT12 2LY
Date of visit's	21/03/2023 - in person visit - Ruth Antoniades 21/04/2023 & 28/04/2023 - Quality Reflections Virtual visit - Marc James
Date of registration	29/03/2022
Number of children on roll	2
Number of children in attendance during visit	2 (1 CM's child)
Registered assistants on site	0
Evidence of any previous actions being met	N/A
Overall Grading	Good

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

Sophie is highly effective in creating a warm and welcoming environment where children feel safe and secure. Sophie has created a home from home environment, where children and families are "welcomed into her family". The setting is well resourced, has a clear routine, and provides healthy meals and appropriate hygiene practices. Sophie is clear on her own pedagogy/educational approach, planning and implementing activities based on children's interests, and her adaptability to children's needs and interests, providing a personalised and engaging learning environment for the children. This is evident from the experiences she offers to children. Policies and procedures are up to date, aligned with tiney standards and EYFS requirements. Sophie has a thorough understanding of safeguarding and legal responsibilities, including the Equalities Act 2010 and the Prevent Duty.

Sophie demonstrates exemplary behaviour, establishes strong relationships with parents, and values diversity and equality. She has demonstrated a strong commitment to her own professional development, and she has plans in place to further enhance her knowledge. Sophie has a particularly strong relationship with her parents, as evidenced by parent feedback on their children's developmental summaries; Sophie demonstrates exemplary professionalism in all interactions with tiney, being awarded an 'outstanding' grade in professionalism, attitudes, and engagement.

Leadership and Management – Good

The childminder has extensive knowledge of each child's unique needs and interests. Sophie collaborates with parents to support all children's learning and development and has action plans in place when necessary. Sophie comments on why she has made a purposeful decision to have no more than two children on most days in order to focus on individual children's learning and to provide children with as many opportunities to explore the outdoors, the community, and nature as possible.

Sophie creates an environment that fosters a sense of belonging for the children by displaying their photographs and artwork around the setting. Sophie understands the importance of settling in, acknowledging that some children may be separating for the first time, and trying to replicate the family bond and routine.

The environment is spacious, well-lit, and carefully arranged. Each area is adequately equipped with a diverse selection of books and toys. Resources are conveniently located within the learning spaces and at the children's level to encourage free choice and promote all areas of learning. Sophie has also considered her pedagogy and approach, and is able to articulate and demonstrate how she delivers this in setting.

All policies and procedures are up to date, unambiguous, and aligned with tiney standards and EYFS requirements. Sophie possesses a thorough understanding of her role as a designated safeguarding lead, and she adheres to all statutory requirements specified in the Statutory Framework for the Early Years Foundation Stage (2021). She is also aware of her legal responsibilities and takes into account the Equalities Act 2010 and the Prevent Duty. Children's folders include starting point records, settling-in reviews, termly reviews, and accident/incident forms that parents have signed and recorded feedback on.

Sophie is dedicated to keeping up with her continuous professional development and accesses the highly effective professional development program provided by tiney.

Quality of Education – Good

During the quality assurance visit, it was observed that the daily routine involves a combination of child-led and adult-initiated activities, both indoors and outdoors. Children are offered a wide range of experiences to promote their understanding and involvement in the community, while also allowing the childminder to network with other professionals. For example, Sophie shows evidence of the children getting access out of the setting everyday, such as with trips to allotment spaces, river walks, national trust centres, community classes and opportunities to explore the community. Sophie uses the children’s experiences at home, and emerging interests by weaving them into planned activities and extending learning. For example, Sophie recounts a time where one of the children recently visited a marina, extending this in the setting by visiting the boats on the river, feeding the ducks and as an opportunity to introduce new vocabulary. Sophie is able to articulate the links between children’s learning experiences, their brain development, and the importance of building strong relationships and social skills.

Sophie is able to explain her planning, with a focus on what children enjoyed doing last time, and following their lead by introducing new concepts within the play, such as introducing mathematical concepts when in the outdoors, moving leaves and other natural items. She correctly acknowledges that as an adult, you may set out with an idea, that children approach in an entirely different way, and Sophie demonstrates knowledge through discussion of the importance of following and valuing the child's ideas and individual way of doing things. For example, Sophie reflects on a recent activity, where children were planting seeds; the children were more curious and interested in the sounds of the seeds dropping, so she transitioned this activity to explore this further by creating music makers with the children.

During the quality assurance visit, it was evident that activities at the setting are carefully planned around the children's interests, with Sophie demonstrating a high degree of flexibility in implementing these activities, resulting in a personalised and engaging learning environment for the children. Her adaptability is based on the children's needs and interests, ensuring a quality experience for the children. During this visit, an example of Sophie's adaptability was observed when a child became restless and wanted to go for a nap earlier than scheduled. Sophie was able to adjust the routine to accommodate the child's needs without disrupting the overall structure of the day.

Personal Development and Independence– Good

Sophie is attentive to children's cultural practices and routines and collaborates closely with parents to ensure they are respected and fulfilled. Sophie has established excellent relationships with parents, acknowledging the importance of working in partnership to foster children's learning and development within a supportive and nurturing environment, especially during transitions. For example, Sophie worked with parents to establish a consistent sleep routine and prepare a child to accept a new sibling by introducing the concept and encouraging positive emotions while also developing crucial skills.

Sophie values and promotes diversity and equality by offering children experiences that enable them to learn about people who are similar and different to themselves. She facilitates exploration of various family types, cultures, communities, faiths, and beliefs. The setting has an extensive array of diverse resources, including books about different transitions, families, multicultural small world play, and dolls.

Sophie provides children with a balanced, healthy diet and offers opportunities for rest and exercise. Healthy snacks are offered throughout the day, and children are encouraged to use cutlery to feed themselves and explore using their senses during meal times, with support given when required. The hygiene practices observed ensure that children of all ages' personal needs are met appropriately, and Sophie teaches children to become increasingly independent in managing these needs.

Behaviour and Wellbeing – Good

During the visit, it was evident that Sophie creates a warm, welcoming environment where children feel safe and secure, as demonstrated by their exemplary friendships and behaviour. She supports children's behaviour using a calm, caring, and respectful approach, always ensuring she gets down to their level when communicating with them. The setting encourages independence, and a clear and consistent routine is in place that supports co-regulation and helps children to develop their self-regulation skills. Sophie provided ample opportunities for the children to practise their self-regulation skills, such as through games and activities that required attention and impulse control. She also offered emotional support by acknowledging and validating the children's feelings and helping them find ways to manage their emotions.

Throughout the visit, the pace was steady, and Sophie consistently prepared the children for transitions by informing them of what was coming next, such as "lunch time soon," "2 minutes until lunch time," and "we are going to read some stories and then sleep." This helped to create a sense of predictability and structure for the children, contributing to a positive learning environment. She also ensured uninterrupted playtime that supported children's intrinsic motivation.

Professionalism, Attitudes and Engagement – Outstanding

During the visit, it was evident that the childminder has established a strong partnership with parents, and works collaboratively with them to support children's learning and development. This also includes supporting parents in extending their child's learning at home, which is evident from the development summaries that Sophie shares with parents, and parents confirming through their comments that they are implementing these ideas at home. Sophie understands the importance of adapting the setting to cater for each child's individual needs, and encourages children to make choices and become autonomous learners. She creates a welcoming environment by displaying children's artwork around the setting and allowing them to plan and play freely.

Parents' comments are particularly positive about the care and education their children receive with Sophie:

- "*[Child] has settled in wonderfully, she is so happy to arrive at Sophie's and on occasion reluctant to leave which is testament to how much fun she is having there.*"
- "*We couldn't be happier with the care and attention she is receiving and could not think of a person we'd feel more comfortable leaving her with.*
- "*The enrichment she receives through entertaining and educational activities and outings has gone beyond our expectations. No wonder [child] loves her time with Sophie, it is such a nourishing, joyous environment.*"
- "*Sophie you are an amazing childminder, and we are extremely lucky to have you looking after our precious girl. Thanks!*"
- "*From the moment we drop her off in the morning she happily walks into the house*

with excitement and a smile and loves to give Sophie a hug! Sophie has been great at providing daily updates and we feel like [child] has settled in all areas in Sophie's setting."

Furthermore, Sophie recognises the value of reflecting on her practice to improve the quality of learning and development within the setting and makes use of the Quality Framework to self-reflect on her own practice. She also utilises the tiney app to support her in areas of compliance, quality of practice, and maintaining an up-to-date CPD log.

Sophie engages with local groups, including other childminders and her community coach. During interactions with parents, tiney team members, and other professionals, Sophie maintains a respectful and professional approach, both online and in person. The relationships between the childminder and parents/families exist in a culture where both parties feel confident to talk openly and honestly.

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

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Any Required Actions from this visit?	Date of completion
Carry out and record fire drills	20/03/2024

Recommendations for how the provider can enhance their provision / areas for continued professional development
Attach labels with words and pictures to all toy boxes for children to access and encourage free choice and support exploration and discovery
Consider opportunities to implement visual routines, or a 'objects of reference' washing line, as discussed during the reflection discussions.
As self-identified as a learning focus, explore further strategies to be ready to support the current children as they grow into a new age/stage of development, to become more independent, engaging in risk taking and managing their own risk.

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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