



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	Alison Howard
Registration number	TY0921019
Address	KT89AN
Date of visit	11/10/22
Name of Quality Inspector	Oshra Murphy
Date of registration	28/09/2021
Number of children on roll	6
Number of children in attendance during visit	2
Registered assistants on site	1
Evidence of any previous actions being met	YN/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

Children are very happy and very well settled in Ali's tiny home. They benefit from a very well-sourced environment which allows them to explore and investigate various resources independently and confidently. They benefit from a vast outdoor area, where they can run, balance and climb, this supports their already well-supported physical development.

Children have formed excellent relationships with Ali. They are happy to communicate their needs in a variety of ways, they feel confident to come to her for comfort and cuddles. Ali has a very caring and sensitive approach.

Children are extremely independent. They dress themselves, children make very good progress in their development. They enjoy exploring and younger children start thinking critically while experimenting with pipes, water and cars. Children are encouraged to take age appropriate risks and develop a very good attitude for learning. This helps develop their resilience.

Leadership and Management – [Outstanding]

Ali has an excellent understanding of her role and responsibilities in keeping children safe from harm. She has good knowledge of all safeguarding aspects, including prevent duty. Ali knows what to do and who to contact if she has concerns about a child or an adult, including managing allegations against herself.

Ali's policies are up to date, reviewed regularly and shared with parents. She thoroughly assesses her home and garden ensuring it is safe for children.

Ali is highly motivated and passionate about her role in supporting children's learning and development. She is continuously looking for courses and training to improve her knowledge and practice. Ali has interesting plans to explore more about the 'Forest School Approach', and is looking at training options to expand her knowledge. She constantly reflects on her practice and looks for ways to improve the teaching and activities she provides for children.

Ali has good relationships with parents. She keeps communication with parents flowing through the tiny App where she updates parents daily and regularly about their children's activities, development and learning. She engages and supports other tiny childminders, offering support, advice and guidance.

Quality of Education – [Outstanding]

Children benefit from an excellent learning environment in Ali's setting, both in the indoor and outdoor environments. They explore, and investigate the purposefully designed environment, which is inviting and creates intrigue for the children. Children create their own learning using resources as they see fit, moving them around to facilitate their own ideas and learning.

All children, including the youngest ones, enjoy uninterrupted time whilst they learn. For example, children learn what happens when they pour water down the pipe, looking at where it comes out from, repeating the exercise, whilst extending this further by using cars to go down into the water, laughing and showing Ali what they have achieved. This supports children to make excellent progress in their learning

Children are encouraged to keep trying even if they don't succeed the first time. For instance, whilst looking at a water container the youngest child used a scoop to get water from the top opening of a water container, and Ali is always on hand to observe and offer praise.

Ali knows her children extremely well. She has high expectations from them. Ali plans and adapts activities to scaffold children's learning. She adapts these to suit children's interests,

understanding that children learn best when they are interested and engaged.

Children are spoken to continuously and effectively. Ali introduces new words into conversations with children in an age appropriate way. She asks them relevant questions which allows them to develop their thinking skills, engaging in open ended dialogue. This could be further enhanced by allowing children, particularly the youngest ones, enough time to think and respond.

Personal Development and Independence – [Outstanding]

All children are encouraged to take age appropriate risks with Ali encouraging the children to try things for themselves. For example, babies are encouraged to go up and down the steps whilst she watches them and supports them when needed. Older children take risks climbing up the slide, balancing and jumping. They use planks of wood to move around and do so carefully minding each other.

Children's physical development is very well supported. They use the big garden to run and climb, they throw and kick balls and dig in the mud. Younger children are encouraged to choose their own toys, with independence fostered.

Children's independence is extremely well supported. They happily explore the environment both indoors and outdoors. Ali encourages children to find their own resources they want to use in their activity. For example, whilst playing with the water and drain pipes, children go and find cars indoors and bring them out, exploring how they go down the pipe. They are praised for their innovative attitude and thinking. Children giggle and laugh as they explore.

Ali prompts children's understanding of different cultures extremely well. She plans activities that are age appropriate, such as Diwali, Jewish New Year and Eid. She receives support from parents and friends in order to understand these celebrations before she plans activities for the children.

Children's self care is supported very well. All children, including the younger one, wash their hands independently with support if needed. Ali explains the reason for washing hands after coming in from the garden. Children as young as 2 dress themselves. They take their shirt off and put a clean one on.

Ali provides children with healthy snacks and meals which are cooked with fresh ingredients. Children help set the table and feed themselves, older children help to wash the plates and cutlery. Older children show consideration and care to the youngest children. They share and offer them toys and help them carry things around.

Ali champions sustainability and this is a strong thread within her practice with the children. Children use recycled materials when playing and creating. She takes children on outings to the local park and fields, where they look at the environment and collect objects such as leaves and sticks for their art work.

Behaviour and Wellbeing – [Outstanding]

Ali understands children's emotions and behaviour, and she supports children to voice the way they feel. When children are nonverbal, she speaks to them in a way that supports them, explaining that she understands the way they feel. For example, a child gets frustrated trying to fit the train tracks together and Ali offers support and cuddles to the child when they get frustrated, explaining to him that she understands why he feels like this and encourages him to try again, whilst she supports him.

Ali ensures she supports children effectively. Children receive her undivided attention when they need it. For example, she spends time with a younger child while feeding the rabbit explaining to him how to do this correctly, talking about what they eat.

Children are listened to and their needs are fully met and they are valued. They show that they feel extremely safe and secure. Children are very confident in showing and communicating their needs, both verbally and non verbally, to Ali, who is attentive, respectful and caring. They show that they trust her. This helps them develop their self confidence.

Professionalism, Attitudes and Engagement– [Outstanding]

Partnerships with parents are good. Ali shares children's development, progress and everyday activities in a variety of ways. She involves parents in their children's learning and encourages them to share their home activity with her.

Ali is very proactive in her involvement with the local tiny community and participates in lots of discussions, supporting and offering advice if asked for. As mentioned, Ali offers support and guidance to childminding colleagues, and would be a great tiny community coach in the future, if a role becomes available. She enjoys supporting new tiny childminders through their journey.

Ali makes very good use of the tiny app to extend her learning, and communicate with parents. Ali completes termly reports, where she also asks parents for their ideas and preferences for activities and learning for their children.

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	DD/MM/YYYY

Recommendations for how the provider can enhance their provision / areas for continued professional development
Give children more time to process, think and respond to questions asked of them.



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