



# 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. This is the second visit in the first year and the childminder will have already had a compliance visit to ensure they are meeting the Safeguarding and Welfare requirements of the EYFS.

### 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>	Poonam Sawhney
<b>Registration number</b>	TY0520001
<b>Address</b>	KT3 6AA
<b>Date of visit</b>	03/02/2022
<b>Name of Quality Inspector</b>	Sarah Read
<b>Date of registration</b>	07/09/2020
<b>Number of children on roll</b>	1
<b>Number of children in attendance during visit</b>	1 plus Poonam's own children
<b>Registered assistants on site</b>	0
<b>Evidence of any previous actions being met</b>	NA

## Grading

### Quality of education – [Outstanding]

Quality of education is excellent. Poonam provides a wide range of activities and experiences during the course of the day that are age appropriate and meet the needs of the individual children. For example during the circle time activity with 3 and 4 year olds - children are engaged, they self register and chat happily about what they know about the days of the week and months of the year. Children are consistently given opportunities to make choices in their learning and they clearly enjoy and engage with the opportunities offered to them. Poonam provides a focus activity every day. During the visit children experienced and open-ended Chinese New Year activity - with coloured rice, spoons and bowls, Poonam offered good levels of commentary and interspersed this with questions such as, 'What sound does this make?' 'It makes a tickly sound' (child's response) and how does it feel? Children use their hands and the tools to scoop rice in the bowls. The baby, aged 8 months is given the opportunity to feel the rice in her fingers under careful supervision. Poonam and the children discuss 'cooked' and 'raw' rice and how it's not ready to eat yet. Children consistently offer ideas and thoughts during play and Poonam responds effectively to this. Poonam has a great understanding of early years learning and the importance of learning through play. For example, literacy skills are developed through opportunities to draw and mark make - shopping lists. Children talk through recipes that they are writing 'step 1 you need some milk, step 2 you need some tea etc'

Maths skills are developed through routine - children are able to count how many pieces of fruit are in their bowl and know how many are left when they eat a piece, or talking about shapes of cakes - rectangle cake, square cake, round cake.

Poonam uses the journal in the app consistently to record observations of the children, she covers all areas of learning in the experiences she provides and records a 'next step' with each observation. Poonam plans for children's interests and developmental needs. She knows where children are in their learning and how she can support them to develop. Planning is flexible, it always changes, Poonam looks at different fun things to do she uses topics to plan too such as festivals.

Poonam really effectively supports a child with EAL, the child's parents have commented on how much her language has improved since being with Poonam.

### **Personal development – [ Good ]**

Children are regularly offered choices for example at snack time they can choose melon or banana. Fresh drinking water is available and children are encouraged to drink regularly. Children eat fruit and wipe hands and face independently after eating - this fosters their skills in independence. Children are also independent in their care routines such as hand washing. Hand washing is in place but on one occasion this is missed. Separate hand towels are in place to avoid cross-contamination.

Poonam provides conversations and activities to support understanding of the importance of oral health.

Children are provided with opportunities to be outside and get fresh air through daily afternoon walks. The children visit the park and local places and Poonam is planning some bigger outings in the future.

Diversity is promoted through conversation and activities such as music from different cultures, environmental walks, shopping to find about different cultures, displays on the wall. Poonam also ensures that she celebrates the individual backgrounds and cultures of the children in her setting through songs in the child's home language and ensuring she has some knowledge about the children's cultural backgrounds. Children with EAL are supported really effectively.

### **Behaviour and attitudes – [ Good ]**

Children play well together, Poonam supports turn taking, gently advising children that they can take turns. Engagement in activities is high, Poonam allows children to take play their own way to support their learning and promote their independent skills. Occasionally children want the same resource - Poonam intervenes quickly ensuring that both children have access to resources.

The environment is calm and happy, Poonam clearly enjoys the work that she does and this is reflected in the children's manner

Example - you can have the pink one today and Evie can have the pink one tomorrow. Children understand turn taking. For example (in a discussion about the pink plate) - 'you can have the pink one today and Evie can have the pink one tomorrow'. Children are accepting of this as they know that this will be followed up the next day.

Poonam has excellent relationships with parents, she shares learning reviews with parents and supports them to support their children's development - the learning journal is completed in app and Poonam also has special books with children's art work, observations and photos

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

Policies and procedures are clear, up to date, embedded throughout the setting, and shared with parents. Poonam is aware of her statutory responsibilities and understands the importance of keeping up to date with relevant legislation. Poonam is continually looking at ways to improve her knowledge and practice, she keeps a log of her CPD and reflects on what she has learned to continuously develop her practice. For example in changing the set up of the room, labelling resources for accessibility and considering effective storage. Poonam is well organised and compliant in terms of necessary documentation.

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

Poonam encourages trusting and secure attachments between herself and the children in her care. Routines are clear and consistent and children are able to thrive. The environment is highly enabling, giving children lots of opportunities to make choices in their play.

Poonam has chosen not to take on lots of children as she feels it wouldn't be appropriate with her own 10 month old but she plans to expand her numbers in the future as older ones go to school/nursery

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

Children thrive in an environment is enabling for all children, both in the nursery room and in the house. Space is utilised well and children are free to make choices in their play from a wide range of toys and activities within the setting. Children are encouraged to become autonomous learners. The calm environment and Poonam's supportive presence means that children are clearly happy and settled in Poonam's care.

### Areas of strength

- The quality of educational experiences within the setting
- Poonam's calm manner and approach
- The indoor environment is highly enabling for children
- Effective support for children with EAL

### Areas for further professional development

- Think about using mealtimes as learning opportunities
- Further develop the garden as an extension of the learning environment

### Safeguarding

Safeguarding is effective. Poonam's safeguarding knowledge is sound. She knows what to do if she has concerns about a child or if an allegation were made and is confident to take action.

Policies and procedures are in place and used effectively in the setting. Parents understand the policies of the setting.

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Not applicable		

Actions	Recommendations	Date of completion
Ensure visitors book is signed on arrival		ongoing
Ensure handwashing procedures are consistent		ongoing





## 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