



# Quality Assurance Report **2022**

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!

<b>Name</b>	Rukaiya Muhammad Muazu
<b>Registration number</b>	TY1020001
<b>Address</b>	SE8 3QL
<b>Date of visit</b>	27/09/2022
<b>Name of Quality Inspector</b>	Oshra Murphy
<b>Date of registration</b>	01/10/2020
<b>Number of children on roll</b>	3
<b>Number of children in attendance during visit</b>	1
<b>Registered assistants on site</b>	0
<b>Evidence of any previous actions being met</b>	N/A
<b>Overall Grading</b>	Good

**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 benefit from a welcoming and warm environment which is set up in a way that creates interest and intrigue. Children form good relationships with Rukaiya, who is warm and sensitive in her approach. Children are happy to approach Rukaiya for support and comfort.

Children learn to be independent, with the youngest children also starting to develop their self care skills. Children's physical development is supported well, both within the setting's garden, and on trips out. Children go on regular outings to the local park where they can run, jump and climb.

Children benefit from an effective routine. This helps them to understand what is happening now and to prepare for what will happen next. This supports children's behaviour. Rukaiya knows her children well. She plans activities based around their interest and usually engages them in meaningful conversations. Children develop a good attitude to learning, and make good progress.

## Leadership and Management – [Good ]

Rukaiya has good knowledge of her responsibility and role in keeping children safe from harm. She knows what to do and who to contact if she has a concern about a child or an adult. She has current risk assessments and these are reviewed regularly. Rukaiya is aware of the importance of keeping her knowledge up to date. She continuously completes tiny training on the app, and attends webinars and training to support her continuous professional development. All of Rukaiya's policies are up to date and she shares them with parents when children join the setting. Rukaiya has effective relationships with parents, and offers support and shares information about the children's learning, development and daily activities.

Rukaiya constantly reflects on her practice. This was evident through the visit. Rukaiya strives to provide a high quality provision and has recently attended the tiny inset day. She engages with a group of other tiny childminders through the tiny community hub, and understands the importance of networking, in engaging with the community, and the support that she receives through this communication.

Rukaiya's house is spacious and children have plenty of room to move around freely both indoor and outdoor. All of which are fully accessible to children.

## Quality of Education – [ Good ]

Rukaiya knows her children well. She identifies children's interests through observations and from gathering information from parents' observations. Rukaiya uses this knowledge to plan activities that engage children and challenge them to learn and develop. For example, she identified from previous water activities that a child had a keen interest in babies, she therefore adapted her plans for the next session to accommodate this interest.

Both the indoor and outdoor environment is set in a way that allows children the freedom to explore the resources and activities; all of which are fully accessible to children. Children enjoy exploring the environment and therefore are leading their own learning.

Learning exists on a sea of talking, with Rukaiya using language that is appropriate to the ages and stages of the children in her care. The environment is language rich, and resources are labelled, with Rukaiya modelling words as they are pointed to. Rukaiya introduces new simple words to a conversation with a young child in her care, and repeats his words back, praising him for speaking new words. Rukaiya asks all children open-ended questions. Although she is aware of the need to allow children time to respond and process, this is not always evident with the younger children.

Children benefit from a good routine. They transition smoothly from one activity to another, and are given time to finish one activity before moving to another. Rukaiya speaks to them and explains what will be happening. This helps children understand what is happening now, and what will happen next.

## Personal Development and Independence – [ Good ]

Rukaiya supports children's independence well. All children, including the younger children, are encouraged to do things themselves, such as when washing their hands and when dressing up. Children are encouraged to keep having a go, and are praised continually for their efforts.

Children enjoy exploring the lovely outdoor area. They can climb and jump on the small trampoline or explore water and sand in the mud kitchen, using real life resources. Rukaiya explains that she is planning to purchase a small climbing frame to support children's physical development further.

Rukaiya provides children with healthy snacks and meals that are home cooked. Children feed themselves and are supported when needed. Children are active and the environment provides comfortable and inviting areas, where they can relax if they wish to do so.

Rukaiya works closely with the parents. She offers support and advice to parents, for example, she has recently started working with a pregnant mother to support their child in understanding the changes that will happen soon.

Children celebrate different holidays and celebrations, such as birthdays. Rukaiya is aware of her children's background and ensures she celebrates different holidays such as 'EID', 'Chinese New Year' and 'Diwali'.

## Behaviour and Wellbeing – [ Good ]

Rukaiya provides a warm and secure environment for children. She is attentive and sensitive in her approach. Children feel secure in approaching her for comfort and cuddles. She understands children's emotions, and supports them in a way that is calming and respectful.

Rukaiya provides comfortable and inviting areas where children can relax and be on their own, if they wish to do so. She uses these opportunities to support children's emotions, as well as using them as reflection opportunities and learning moments, to talk and reflect on emotions. Rukaiya talks to children in an age appropriate way and calms them down when they feel upset, explaining to them that she understands that they are upset, and offering support. She recognises when children are tired, helping them to recognise it and suggesting that they need to relax and maybe nap.

Rukaiya understands the importance of allowing children to explore and learn, however this is not always consistent. For example, although a child was mixing the sand and water independently, she intervened. This can impact on children's attitudes and motivations in learning, so further embedding of this understanding would enhance the provision.

### Professionalism, Attitudes and Engagement– [ Insert grading ]

Rukaiya engages well with the tiny App, and she attends webinars and engages with different continuous professional development options available. She communicates with parents using the app, and also uses it well to track children's development and learning.

Recently, Rukaiya enjoyed the tiny inset day, commenting that it has improved her motivation and her understanding further. She indicated that she plans to be more involved in her local tiny childminder group.

Partnerships with parents are effective. Rukaiya is respectful to parents' views. She understands that parents are the main carer of the children and might have different views, and seeks these opinions and thoughts. She works well with parents to support the children, offering advice and suggestions to help children develop further at home, extending learning into the home.

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
None	N/A

### Recommendations for how the provider can enhance their provision / areas for continued professional development

Allow all children, including non verbal and younger children, time to process and respond to questions asked of them.

Give children more time to independently engage with activities in order to support their motivation to learn.





## 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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