



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!

Name	Louise Martin
Registration number	TY1121006
Address	CM5 0AU
Date of visit	20/12/22
Name of Quality Inspector	Oshra Murphy
Date of registration	03/11/21
Number of children on roll	6
Number of children in attendance during visit	2
Registered assistants on site	2
Evidence of any previous actions being met	No
Overall Grading	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 enjoy attending Louise's warm and welcoming setting. Children have strong bonds with Louise and Alice, her assistant. They are happy to approach both Louise and her assistant Alice, for support, cuddles and to share their experiences and ideas with them. This shows that they feel safe and secure.

Children are respectful and polite to each other, Louise and Alice. They are encouraged to say 'please' and 'thank you'. Children show care and consideration to each other. Older children share their resources with younger children. They learn to take turns and listen and follow simple instructions.

Children engage in activities that interest them for prolonged periods of time. Both Louise and Alice follow the children's lead. For example, younger children enjoy touching and playing with the glitter rather than making a snowflake, Alice is following their lead and provides extra resources and uses different words to engage them further. As a result children develop a good attitude to learning and make good progress in their learning and development.

Leadership and Management – Good ▾

Louise and her assistant are aware of their roles and responsibilities in keeping children safe from harm. They have good knowledge and understanding of all aspects of safeguarding, including prevent duty. They can identify the signs of abuse and neglect and know who to approach when they have a concern about a child or an adult, including allegations about themselves and anyone in the household.

Lousie keeps her policies and procedure up to date and shares them with the parents. She keeps them on the tiny App where parents can have access when they need to. Louise consistently risk assesses her house, and the environment children play in, including her garden, and before any outings she takes the children on.

Louise ensures that herself and her assistants continuous professional development is up to date. She does this through discussions, supervisions and regular conversations. For example, she identifies areas for improvement of practice and sets targets for her assistants to work on and meet. Louise plans to enrol in a level 3 childcare qualification as she fully understands the benefit and positive impact it will have on her own practice.

Quality of Education – Good ▾

Children's learning and development is supported well. Louise collects information from parents about children's interests, likes and dislikes prior to their starting with her and shares this with her assistant. They then both use this information to plan activities that help children settle. Louise uses observations and assessment effectively to plan activities to support and challenge children in their learning. She uses her knowledge of each child to adapt planned activities to suit their ages and stages of learning. As a result children are making good progress in their learning and development.

In general, language and communication is supported well. Children learn and develop to be good communicators. They can voice and articulate their needs and views. Children are consistently spoken to whilst engaged in an activity and during the day, with communication mostly being effective; Louise and Alice get down to the children's level and use correct pronunciation and ask relevant questions whilst engaging with children's play. However, children are not always afforded enough time to process and respond to questions asked of them. For example, whilst exploring different art resources, children are asked how they feel, Louise answers for them, not giving them enough time to think and respond. This will help children become even more confident and able communicators.

Both Louise and Alice follow the children's lead when engaging in learning experiences, taking into account children's age and stages of development. They are sensitive to children's cues and adapt activities to children's in the moment interests, for example, they happily engage and adapt an art activity to a sensory activity for younger children who are interested in exploring the way the glitter and pipe cleaners feel rather than making a decoration, allowing them to pour more glitter and providing different resources, such as containers and spoons, to allow children to explore further.

Personal Development and Independence – Good ▾

Children are confident, they voice their needs and wants and share their views with both Louise and Alice. Over all, they are free to choose their own play. However at times, particularly during adult led activities, children are not always given a variety of visual options or resources. For example, although choosing which tree decoration to make, children are only offered a limited number of colours of paint and glitter, rather than being able to have a choice of different types of resources to encourage their independence and their creative imagination. This can have an effect on children's confidence and independence.

Children's self care is supported well. All children, including the youngest children, wash their hands independently. Louise and Alice talk to children about the importance of washing their hands after using the toilet and before eating. Older children use the toilet independently and Louise works with parents to support the younger children's toilet training needs.

Louise provides children with healthy freshly home cooked meals and snacks. Young children are supported and encouraged to feed themselves and are praised for their efforts and achievements. Children have access to drink throughout the day and happily and confidently ask for it and help themselves. Drinks provided however, need to be drinking water, rather than juice to support children in healthy eating and drinking.

Children's physical development is supported well. Louise is aware of the effect of COVID-19 has on children's physical and social development. Although children benefit from outdoor play, they require more opportunities to climb, jump, take age appropriate risks and have wider social experiences within the local community to develop their physical and social skills further.

Behaviour and Wellbeing – Good ▾

The relationships between the children, Louise and her assistant are warm and respectful. Children demonstrate that they feel safe and secure. Louise and Alice are warm and sensitive in their approach. Children are encouraged to share their feelings and experiences with Louise and Alice.

Children benefit from a consistent routine. Children know what is happening now and what will happen next. Louise and Alice give children enough time and preparation between activities. Children behave well. The relationships between children are respectful. Children say please and thank you. All children, including the youngest children, learn to share and take turns. For example, whilst at the craft table, older children share their resources with the youngest children, ensuring they are encouraged to be involved.

Children enjoy uninterrupted play. Louise and Alice step back and let children explore the environment and activities independently and confidently, knowing when to step in and provide support and challenge.

Professionalism, Attitudes and Engagement– Good ▾

Louise uses the tiney app extremely well. She completes training that is available to her and encourages her assistant to start using these as well. This is done through regular discussions and reflections on practice.

Louise uses the app to update the children's details, their learning and development and to share these with the parents. She communicates with parents well throughout their children's attendance in her setting. This is done through face to face meetings, using assessments and through emails. Parents complete questionnaires and their views are taken into account.

Louise and her assistant are aware of the importance of keeping their knowledge of children development and learning, and both plan to enrol and complete their level 3 early years qualifications.

Overall Louise is aware of the importance of involving children in social activities. She encourages children to play together, share and take turns. However, she does not do this consistently. Children do not consistently benefit from outings to local libraries and playgroups. This can impact on children's development of social skills.

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

Any Required Actions from this visit?	Date of completion
Ensure children have fresh drinking water rather than juice, throughout the day	15/01/2023

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

Allow children more time to think things through and respond to questions asked of them

Support children's physical and social development further by taking them on more regular outings, such as play parks, walks and attending local groups.

Offer children more visual choices, especially at adult led activities to encourage confidence and independence.



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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