



# 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!

<b>Name</b>	Esther Barber
<b>Registration number</b>	TY0521005
<b>Address</b>	ME20 7JB
<b>Date of visit</b>	24/05/2022
<b>Name of Quality Inspector</b>	Oshra Murphy
<b>Date of registration</b>	07/05/2021
<b>Number of children on roll</b>	5
<b>Number of children in attendance during visit</b>	2
<b>Registered assistants on site</b>	0
<b>Evidence of any previous actions being met</b>	n/a

## Grading

### Quality of education – [ Outstanding ]

Esther knows her children extremely well. She knows their starting points and plans activities to progress children's learning. She knows the children's background, she understands the impact that the pandemic had on their development, especially as some of them have no siblings. She has noticed the impact of this ad on some children's language and behaviour. She plans accordingly and works with parents to support children in their development especially with regards to developing social skills. She takes into account children's interests, likes and dislikes schemas and uses these to plan for their next steps. For example, noticing a child throwing a ball she commented that she has realised that he has a throwing schema. Through creating activities and providing different size balls, allowing him to use different resources she supports his learning.

Esther works with children's interests to extend their learning and development. For example, she took advantage of children interested in 'the very hungry caterpillar' book, to extend children counting skills and their understanding about life cycle.

Esther is very attentive to the children in her care. She listens and follows their lead in their play and learning. Children are supported to take a lead in their own learning. For example, Esther comments on the noise the ball makes on different surfaces. While children use pots

to throw the ball further, she praises them. This has a good impact on children's self confidence and independence.

Children are confident communicators. They speak to each other and adults, say what they do and what they want. They are confident to approach a visitor and share their toys and engage in an activity with them. For example, children share their magnetic faces with the inspector, giggling and laughing.

Both the indoor and outdoor environment are set up in an engaging and intriguing way. It supports children's development fully across all areas of development. Children are able to take measured risks under the watchful eye of Esther. They are encouraged not to give up. Children learn about the world around them and how to care for animals. Esther has a pet guinea pig who runs around the garden freely. Children understand that they should not chase her. They are happy to feed her when she is in her cage.

All children, including younger children, show good gross motor skills. They can throw and pick up toys, run around the garden, ride scooters and push buggies across different surfaces, avoiding obstacles.

Esther implements a good routine across her home setting. Children know what comes next. Thai helps in creating a calm and comforting environment, where conflicts are rare. For example, children know they need to tidy up and wash their hands before sitting down to have their lunch.

### Personal development – [ Outstanding ]

Children are taken on regular outings to the local area and beyond. They visit farms, play parks, zoos, and the local castle. This helps them understand and learn about the world around them.

The settling procedure is very good. Esther collects information from the parents about their children at the beginning. She takes the time to learn and know each child's character and personality. She fully understands that each child might need a different way to settle in. She works with parents to ensure that children settle in well and feel comforted and secure throughout the process.

Esther supports children to take measurable risks. For example, the youngest children go up the slide rather than climb the ladder and are not stopped.

Children enjoy a healthy home cooked diet. All children, including babies, feed themselves, showing good coordination using a fork and a spoon.

Meal times are calm and relaxed. Children talk to Esther, who responds calmly and appropriately. Children sing between their main course and pudding.

Children's background and culture are respected. Esther provides meals to suit each child's dietary needs. Different holidays are celebrated throughout the year.

### Behaviour and attitudes – [ Outstanding ]

Children behave well. Children manage their own behaviour according to their age and stage of development. Esther uses calm and simple words when behaviour becomes challenging and conflict arises. She models behaviour to the children in her care, constantly saying 'please' and 'thank you'.

Esther teaches the children of feeling. For example, she comments on how children feel, using pops to support this. As a result children are starting to understand the way they feel and beginning to develop empathy toward their friends. They start to develop their emotional literacy.

Although very young children start making friendships. At times, they share and take turns using the push chairs in the garden, with support from Esther.

Esther works with parents to support their child's learning and development, especially around self regulation. For example, she worked with parents to develop strategies to support child behaviour both at home and in her setting.

Esther implements a good routine across her home setting. Children know what comes next. This helps in creating a calm and comforting environment, where conflicts are rare. For example, children know they need to tidy up and wash their hands before sitting down to have their lunch.

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

Esther has very good knowledge of child development. She continually participates in extending her knowledge of how children learn and develop. For example, she completed a schema course in order to further her understanding and knowledge of how to support a child with schema at her setting.

Esther is passionate about her practice and constantly reviews it. She has high expectations of herself.

She plans to expand her business and employ her daughter as her assistant/apprentice while she starts her early years studies.

She plans to attend a local tiny's childminders meeting in the next few weeks. Setting that she believes that they can support each other's practice.

Esther has robust policies and procedures. These are reviewed regularly.

She has extremely good knowledge and understanding of how to keep children safe from harm. She understands the importance of keeping herself updated on the wider aspects of safeguarding, such as prevent duty, and county lines.

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

Children develop a very strong relationship with Esther. Children show that they feel safe and secure, they come to Esther for cuddles and comfort when they need to. Children start to make friends.

The environment is welcoming and secure. Children are free to choose what they want to play with. They have a range of books and toys to choose from. Children's play is usually uninterrupted and they lead their own learning. Esther follows their lead, extending when

needed

Esther works with parents to extend children's learning to the home environment. She shares children's day to day activities with the parents and finds out about activities done at home.

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

Children thrive in this exceptionally welcoming and intriguing home from home environment. They feel safe and secure while exploring the range of activities on offer, both indoor and outdoor. They go on regular outings to local parks. Esther ensures that they go on outings that are meaningful and help children learn about the wider community and its culture.

Children develop very strong bonds with Esther, who is attentive to their needs and wants. She keeps parents informed of their children's development and works together with them to support their children's learning and development. Children are independent. All children, including the younger children, manage their selfcare, according to their ages and stages. For example they wash their hands before lunch and bring their shoes when they want to go outside.

Children's learning and development is supported throughout. They lead their learning and development. They are fully engaged in their play for an extended period of time. As a result they become motivated and interested in learning.

Children's behaviour is supported well. Although very young, they learn to be considerate and show empathy to each other. They start to form friendships with each other.

### Areas of strength

- Esther provides a high quality home from home provision. Where children thrive and develop.
- Children form exceptionally good relationships with Esther. They have a robust routine that helps them know what's coming next.
- Children's behaviour is very good. Although very young they are polite and learn to share with each other. Conflicts are rare.
- Children lead their own learning. They explore and investigate while fully encouraged and supported by Esther.
- Esther knows her children exceptionally well. This allows her to ensure she plans for individual needs and that children are developing well across all areas of the curriculum.

### Areas for further professional development

- Use the revised EYFS consistently to assess children's learning and development.

### Safeguarding

- Esther is extremely aware of her role in keeping children safe from harm.
- She has good knowledge and understanding of the wider aspects of safeguarding , such as Prevent duty and county lines.
- Esther knows what to do and who to contact if she has a concern about a child or an adult.
- She continually reviews her policies,procedures and risk assessments to ensure they are up to date

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
NA		

Actions	Recommendations	Date of completion





## 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