



# 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>	Michelle Hann
<b>Registration number</b>	TY0621006
<b>Address</b>	ME17 4PP
<b>Date of visit</b>	10/06/2022
<b>Name of Quality Inspector</b>	Oshra Murphy
<b>Date of registration</b>	17/06/2021
<b>Number of children on roll</b>	6
<b>Number of children in attendance during visit</b>	3
<b>Registered assistants on site</b>	0
<b>Evidence of any previous actions being met</b>	NA

## Grading

### Quality of education – [ Good ]

Michelle knows her children extremely well. She knows what she wants them to learn. They learn about their body parts and recognise who they are.

The garden is spacious and allows children the freedom to explore freely and safely. They can take age appropriate risks and are supported well when doing so by Michelle. They are active and their physical development is supported. They climb and ride cars. The older children enjoy pushing the young ones around the garden. However, at times Michelle can be over protective. For example, children are stopped from going down the small steps in the garden without holding Michelle's hand.

She started supporting the younger children about their differences and what makes them unique.

Older children are very confident and helpful. They comfort the younger children and are praised for helping. The room is quite small, however Michelle rotates the resources weekly and according to children interests and requests.

Michelle takes the children to the park regularly. They go on outings to the farm and other places of interest.

Children are independent. They are encouraged to get themselves dressed. All children, including the younger ones, are encouraged and praised for their efforts when trying to put their shoes on. For example a baby (13 months) sits herself on a small chair while playing

with the play dough,, when finished she tries to get out and Michelle allows her to try and do it independently, she supports her when she get stuck and upset.

Children communicate well with Michelle. They do it according to their age and ability. Babies go and point to what they want.

Children are happy to try resources with different textures. They push, roll and squeeze the moon sand and playdough, showing it off to Michelle who praises the young children and asks the older relevant questions. About what they made using open ended questions.

Michelle constantly speaks to the children. She repeats what they say to her and asks them questions. She extends the children's vocabulary by introducing new words.

There is a good routine in place and children know what to expect next.

### Personal development – [ Good ]

Older children manage their self care independently, they use the toilet and wash their hands. However, at times, Michelle misses opportunities to support the younger children with washing their hands. For example she wipes their hands before lunch rather than letting them wash their hands in the sink.

Children are supported to take risks in a nurturing environment. They feel safe and secure. Children who feel anxious are supported to develop emotional security , they are constantly praised and gain understanding of who they are.

Children benefit from a home cooked healthy diet. They feed themselves and it is clear that they enjoy it. They have access to drinking water throughout the day. All children know and recognise their own personal drinking cup/bottle.

Children are taught about road safety. Michelle explains the rules of crossing the road to children, especially those who walk to preschool/ school.

Meal times are relaxed and children are confident in feeding themselves. Michelle speaks to the children.

Michelle's settling in process is good . children are given enough time to settle in and the process is tailored to each individual needs.

### Behaviour and attitudes – [ Good ]

Children are extremely friendly with each other. The older ones look after the youngest ones. They talk and play with each other. They comfort each other and share and take turns.

Michelle explains behaviour in an age appropriate way.

Relationships between Michelle and each other are very close and extremely warm. Children feel confident to approach her for comfort and cuddles. They voice and show her what they want to play with and what their needs are.

Children manage their own risks around the garden and are supported well by Michelle, who encourages them to keep trying.

All children, including babies, show a high level of independence when feeding themselves. They develop their hand eye coordination and fine motor skills.

Partnership with parents is good . Michelle keeps parents updated. She listens to parents about their children's likes and dislikes, observes the children when they start and works with

parents to ensure their child settles in well. She keeps them informed and updated on their progress.

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

Michelle is very passionate in her approach to the quality of care children receive. She put a lot of thoughts into which activities are likely to intrigue and engage children. She follows their interests and goes out of her way to ensure these. She knows where she is at and what she wants to improve. For example, she wants to get extra training and already looked at some webinars to attend in the evening.

She works well in partnership with parents, sharing regulated information, photos and ideas with them. However she creates herself some unnecessary work by spending too much time on recording education

### **Social and emotional well being – [ Insert grading ]**

Children form strong attachments with Michelle. They feel safe and secure to approach her for comfort and cuddles when upset and for comfort.

Children benefit from a clear routine. That helps children anticipate what will happen next. This helps reduce conflicts.

Children are free to explore the environment set to them by Michelle. They are confident in approaching visitors. For example, they offered the inspector their toys and the older children read her their favourite story and spoke about their pets.

Children explore their resources and activity uninterrupted and are fully engaged in what they are doing. Michelle offers some appropriate comments at the right times. For example children tip the pasta out of the jug into the pots and even the youngest are joining in without being stopped even when the pasta goes all over the floor.

### **Overall effectiveness (what is it like for a child)**

Children feel safe and secure in Michelle's house. They are confident to voice their needs and wants and speak to adults and their peers.

Children form extremely good relationships with Michelle, who is attentive and sensitive to their needs. children feel secure to approach Micheel for cuddles when they feel upset.

Children benefit from a range of activities set to them by Michelle, they are free to choose their own resources. Although these are sometimes limited.

Children's physical development is supported well. They enjoy the cars, slides and messy play provided by Michelle in her big and spacious garden. Where they can run, climb and take appropriate risks.

Partnership with parents is good. Michelle works with parents to support children learning and development. She keeps communication open using emails., messaging, face-to-face and the tiny App.

Children benefit from healthy meals and snacks, which are provided by Michelle. They can manage their own self care according to their ages and stages of development. For Example, older children go to the toilet and wash their hands. Younger children feed themselves using a spoon.

### Areas of strength

- Michelle is very attentive and caring to the children in her care.
- Children enjoy a variety of resources which allows them uninterrupted time for exploration and investigation
- Michelle communicates constantly with the children. She introduces new words. This supports communication and language development.
- Children take measured risks in the garden under Michelles watchful eye.
- Children behave well. They are respectful to their peers and adults. They say please and thank you
- Children have a good attitude to learning, they enjoy exploring the playdough and the kitchen where they pour pasta from one pot to another and when it falls on the floor they enjoy crunching it with their feet.

### Areas for further professional development

- Reorganise the indoor environment so children have more opportunities to access an even greater choice of resources.
- Support the younger children further with their self care. For example, washing their hands independently.
- Ensure that when not using the App for assessing children's development the correct guidance is used.

### Safeguarding

- Safeguarding is effective
- Michelle knows and understands her responsibilities in ensuring children are kept safe from harm
- Michelle has a good knowledge of all safeguarding aspects , including Prevent duty and FGM.
- She knows who to contact should she have a concern about a child or an adult.

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

Actions	Recommendations	Date of completion
	Support children with their self care such as encouraging them to wash hands before meals.	25/06/2022
Ensure you refer to the correct child development requirement when assessing		25/06/2022
	Develop the indoor environment further to allow children more access to resources.	25/06/2022





## 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