



Quality Assurance Report **2022**

In accordance with EYFS Statutory Framework,
Safeguarding and Welfare requirements

tiney



Name	Debbie Lewis
Registration number	TY0721005
Address	SL7 3JG
Date of visit	24/08/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	20/07/2021
Number of children on roll	4
Number of children in attendance during visit	3
Registered assistants on site	N/A
Evidence of any previous actions being met	N/A
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

Debbie's tiny home nursery has a 'home from home' environment where the children are at ease and are comfortable to play and learn. There are a wide variety of resources accessible to the children, to enable them to explore and to help them in their development. The lovely garden provides an extension to the indoor activities, and has a vegetable patch where the children can help plant seeds to grow. There is also a bird feeder that enables birds to come into the garden for the children to see and talk about.

The activities and experiences on offer are inclusive, with an effective balance for supporting the range of ages and stages of development that children attending the setting need, with a focus on where children are, and how learning can be extended.

Debbie's warm, caring nature supports the children within respectful boundaries. Debbie has developed secure attachments with the children and they feel safe in her care. The children look to Debbie for her guidance but are also confident in their independence, such as when putting on their shoes, hats and choosing their food options at meal times. The parents are very happy with the care Debbie provides; Debbie keeps parents informed, with the daily routine information logged and shared with the parents. Parents are happy to set targets with her to support the development of their child.

Leadership and management – Good

Debbie understands her role in safeguarding and is aware of her responsibilities in keeping the children safe, well and promoting good health. Debbie supports the children in behaviour and co-regulation through calm discussions and offering strategies in support. Debbie maintains records, and keeps policies and procedures up to date. Debbie has ensured the environment is safe and secure with written risk assessments that are reviewed regularly. An evacuation plan is in place and a practice log with recorded entries are available. The children bring their own food to the setting, and Debbie assists and encourages them to choose what they would like to eat from their lunch boxes.

Debbie takes the children to the local library, parks and on river walks, just a short walking distance away. Debbie also attends the local toddler and music groups each week to give the children a variety of experiences and activities to join into as well as two local farms where the children can experience viewing the animals. Debbie also takes the children to the National Trust, where they can explore. Debbie has good knowledge of the early years and is planning to prioritise her continuous professional development in the coming months via the tiny app.

Quality of education – Good

Conversations with the children are embedded in every part of the day, with new words and concepts being introduced; daily experiences are used to extend children's vocabulary. For example, on the day of the QA visit, Debbie encourages the children in their creative activity of making 'ice cream cones' following their interests, and encouraging them to talk about their pictures. Debbie extends their learning by extending conversation, and following the children's lead.

Debbie takes the opportunity to support children's home languages, and ensures there are key words in these languages to ensure all the children are included in the activities and experiences. Debbie comments on the children's creative masterpieces, and offers praise, using these opportunities to encourage the children in their creations and their achievements.

The views, reflections, and thoughts of the children are sought consistently, with Debbie continuously engaging in conversations and observing their interests, giving children the opportunity to give their opinions. Conversations with the children lead on to other topics and concepts, such as after talking about fish, the conversation moves on from the children's questions, and Debbie introduces the concept of digestion because a child asked her what happens to the food in their tummy.. Interactions are embedded in the children's current interests, and Debbie follows the children's lead. Debbie teaches the children to take appropriate risks and challenges as they play and learn both inside and outdoors, such as when the children are balancing on a wooden tree beam. Debbie provides a wide range of learning experiences for the children that enables the youngest children and the eldest children to be engaged and stimulated with the same experiences that are adapted to meet the children's individual ages and stages of development.

Personal development – Good

The care of the children is of a high standard. Debbie provides continuity of care throughout the day, during play, meal times, care routines and sleep times. It is evident that the children are thriving and feel secure and happy. The youngest child was a little anxious at first, from the presence of a new face, however Debbie's comforting voice soothed and supported the child into the day with a kind cuddle and reassuring words. By Debbie acknowledging the child's feelings and offering comfort, allowed the child to settle and this demonstrated a secure attachment with the child.

There is a calm flow and a good routine in place, with Debbie providing explanations and reminders of what is happening next and why. For example, Debbie prepared the children by offering reminders about the need for sunscreen and hats. Debbie then encouraged the children to find their hats and shoes and allowed them the time to try to put them on themselves. The younger child was supported to have a go, with praise and support given, promoting the children's understanding of routine. Debbie models routines such as having a drink of water and eating sandwiches with the children at lunch time. The Meal and sleep time was calm and without stress. Children are able to contribute to their meal choices and asked "what would you like from your lunch bag that mum has provided for you"? This routine could be further enhanced by the children setting the table, and being more involved in these daily tasks.

There is a child who speaks dual languages and Debbie uses key words in their home language to support the child. Debbie described the colour of an object and used both languages to support the child. The child repeated the word. This shows Debbie's commitment to supporting the children in their communication and helping them feel secure in their environment.

Behaviour and attitudes – Good

Debbie is sensitive to the needs of the children in her care and understands that the children's differing ages and stages mean they need varying levels of attention at varying times throughout the day. The youngest child's care needs were met promptly whilst also ensuring that the other children were given challenging and stimulating experiences as well. Discussions about flags around the world and information about digestion showed that Debbie is able to take the children's knowledge and learning to the next level.

During a disagreement, where two children wanted the same toy, Debbie is able to support with effective strategies to help the children find solutions. The children listened and attempted to work out the process of sharing. Debbie observed and helped the other child in coping with waiting, suggesting that they play with something else while waiting.

Debbie has created an environment where the children care and respect their resources. A child was observed self regulation and asked for the glow fish tank to be put on, and selected a book to sit and read quietly, comfortably and calming themselves.

Social and emotional well being – Good

Debbie has created a home from home feeling with an emphasis on the children feeling safe and secure. This is enhanced as Debbie verbally reassures the children supportingly.

Debbie's caring approach means that she has formed strong attachments with the children, and they feel confident to separate from her and explore the setting freely. Co-regulation and self-regulation is evident, with Debbie acknowledging the children's feelings, providing reassurance, demonstrating patience with the children and knowing how to transition between the needs of varying ages of the children.

Debbie has a calm flow of routine and the children are given gentle reminders and prompts of next steps. The children know the next steps and are happy for these to happen such as hand washing and lunch time. For example when Debbie explained that it was sleep time there was a natural acceptance for rest time. Debbie supported the needs of the youngest child, and adapts the routine to meet their needs, changing the sleep and rest time as appropriate.

The Individual needs of each child are met and options given to children, which in turn supports them during the day.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Not Applicable - First QA Visit	N/A	N/A

Any Required Actions from this visit?	Date of completion
Ensure Debbie carries out a minimum of 16 CPD (Continuous Professional Development) per year.	31/12/2022
Debbie to transfer all files in her lockable file box	Immediately and ongoing

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

Debbie to continue use of Tiney App to extend knowledge and gain support from Tiney to help her in her setting

Debbie to consider setting aside time to support her ongoing admin tasks required for her setting.

Debbie to continue to request parents to contribute their own views, to enable Debbie to have a more thorough and complete understanding of the children's current development, whether written or verbal.



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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