



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!

Name	Sanya Hurlock
Registration number	TY0921015
Address	CM17 9EW
Date of visit	15/09/2022
Name of Quality Inspector	Oshra Murphy
Date of registration	28/09/2022
Number of children on roll	3
Number of children in attendance during visit	2
Registered assistants on site	N/A
Evidence of any previous actions being met	No
Overall Grading	Support Plan

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 demonstrate that they are happy and secure in Sanya's tiny home. They form good relationships with Sanya and each other. They start to learn to share and take turns. Children have a good attitude to their learning. They enthusiastically explore the activities, and they demonstrate that they feel confident to share what they are doing. The children voice their needs, both verbally and non verbally, according to their ages and stages of development.

The children benefit from a good routine which helps them understand and know what is happening now, and what will happen next. Children's physical development is supported. They go on regular outings to the park where they have opportunities to climb and run. Children start to manage their own self care. Sanya works with the parents to support children toilet training.

Leadership and management – [Support Plan]

Sanya is aware of her role and responsibilities in keeping her children healthy and safe from harm. She has a good understanding of the signs and abuse and knows what to do if she has a concern about a child or an adult. She has good knowledge of the wider aspects of safeguarding, such as Prevent and FGM.

Sanya's policies and risk assessments are up to date. She continually risks assesses her environment to ensure it is safe for children in her care.

Sanya attends some CPD webinars, however she would benefit from carrying out some extra training, especially focusing on providing an enabling environment for children. Sanya communicates with parents, mainly via messaging apps, and occasionally through the tiny app. She works with parents to support children at home. However she finds it difficult to convince parents to allow children to go on more meaningful outings such as the library and local playgroups. This can have an effect on children's social skills development, confidence and their readiness for the next stage of their learning. Through conversations, Sanya understands that she needs to improve her practice in order to provide children with a higher quality provision.

Quality of education – [Support Plan]

Sanya is tuned to children's conversations; she allows them enough time to play and explore and engages with the children in an engaging way asking them relevant questions, which are mostly open-ended. However, she does not always allow the children enough time to process and respond.

Sanya works with parents to support children through changes at home and in the setting. For example, for changes to children's home environments such as during the arrival of a new sibling, Sanya supports the child to understand what is going to happen, and plans to extend this to work with the parents at home as well as at the setting.

Although there is a good variety of resources at Sanya's setting, these are not freely available and accessible for children. The boxes are not labelled to support children's independence in choosing their resources. Activities are mainly adult led. For example, Sanya provides children with the resource boxes she would like them to play with. This at times causes children to lose interest which then has an impact on the quality of education. Sanya understands the importance of physical exercise for children's development especially due to COVID -19 where some children did not have opportunities to go outside. She supports children with their climbing skills. She also understands the impact COVID-19 has had on children's social skills and language and communication, and she speaks to children consistently. This needs to be enhanced with children benefiting from going on meaningful outings to support the development of their social skills, such as play groups.

Personal development – [Support PPlan]

Generally, Children are supported to manage their self care. For example, Sanya supports children well with their potty training. However children need to be support to wash their hands independently, with the facilities provided not age appropriate and too high for them to reach. That has an impact on their independence.

Both snack time and lunch time are relaxed. Children are provided with healthy snacks and home cooked meals. Sanya encourages children to recognise and talk about their favourite fruit. She is aware of children's preferences and offers alternatives while encouraging them to try.

Children are encouraged to take appropriate risks both indoors and outdoors. They go to the local park where they can climb, run and balance and test their physical ability. Sanya has a variety of books , however these are not freely and easily accessible to children. She celebrates different holidays and special celebrations with the children, especially the ones who relate to their culture, such as Eid.

Behaviour and attitudes – [Good]

Sanya has good warm relationships with the children in her care. She is attentive and responsive in her approach.

Children have a good attitude for their learning. They are engaged and happy to explore activities set for them. Children enjoy cutting their own fruits for snacks . They have a can-do attitude and do not give up. They are praised for their efforts and show pride in their achievements.

Children benefit from a good routine. Children listen and follow simple instructions. For example they know that they need to tidy up the toys before lunch. Sanya gives them time to finish one activity. Children know what's happening now and what will happen next. Conflicts are dealt with promptly and in an age appropriate way. Sanya encourages children to share and take turns. As a result children play cooperatively sharing the play money and the till.

Social and emotional well being – [Support Plan]

Children's relationships between each other and Sanya are good. They play cooperatively and start sharing and taking turns. Children feel confident and safe in Sanya's house. They are able to express their needs and wants.

Children benefit from a consistent routine. This helps them make sense of what is happening now and what will happen next. For example, they help tidy up before lunch. Although there are plenty of good quality resources, these are not constantly available for children to freely choose and select.

Sanya is aware of the importance of letting children explore and learn. She allows children to investigate the activities she set out for them independently, intervening periodically to extend these learnings.

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
Arrange the indoors environment in away that allows children the independence to choose their own resources and activities	31/10/2022
Plan and implement a balanced adult led and child led activities to support children learning and development further.	31/10/2022

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

Support children to manage their own self care, such as washing their hands independently, in a sink that is accessible for them.

Allow children enough time to process and respond to questions asked of them



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