



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	Federica Barbato
Registration number	TY0721002
Address	LU1 5PQ
Date of visit	25/07/2022
Name of Quality Inspector	Marc James (Rosemarie Alphonse shadowing)
Date of registration	12/07/2021
Number of children on roll	5
Number of children in attendance during visit	3
Registered assistants on site	None
Evidence of any previous actions being met	N/A - First QA Visit
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

- The setting has achieved an overall grading of 'good' with an 'outstanding' grading in 'behaviours & attitudes' and an 'outstanding' grading in 'social and emotional wellbeing'.
- Federica values all of the children in her care, and they are well nurtured, cared for, and looked after. Federica's passion for high quality education, means children get access to a range of quality experiences and learning.
- Federica's practice in the outdoors is particularly strong, with children having the opportunity to engage with nature, and simply enjoy being in the great outdoors.
- Federica's environment is calm, cosy and inviting, and is set up around the children's interests.
- Children are confident to explore the setting, and confident in their relationships with Federica and each other.

Leadership and management – [Good]

Federica understands her role as designated safeguarding lead, and all the requirements of her, as set out in the Statutory framework for the early years foundation stage (2021). The setting's practice is in line with all areas of the safeguarding and welfare requirements of the EYFS. A visitors log is in place and all accident forms are signed.

Federica understands all referral procedures to LADO and MASH, as well as Prevent Duty, and is able to answer other key questions relating to their role within child protection and safeguarding. Federica has plans in place to get an assistant, and is able to talk through how she will support the assistant to maintain the high quality of practice. Federica engages well with parents, involving them in trips out, including weekend trips, and sharing activities and care information with the parents daily.

All policies are up to date, and have been reviewed. These are effectively shared with parents, including for children on temporary placements. Risk assessments are all thorough, and evidence is in place to demonstrate that they are reviewed regularly. Federica has plans to learn about 'Hygge' early years, to implement elements of the programme into her setting's pedagogy / educational approach, to benefit the children in her provision. She demonstrates an understanding of the need to tailor her educational approach to what works for her children.

An incident log and a blank referral log needs to be implemented, as well as ensuring all allergy / health care paperwork is received from parents prior to children starting in the setting.

Quality of education – [Good]

Federica describes her approach as "they children have to be free, they are children" and "they have to find their own ways of doing things", and her educational approach is based around elements of the Reggio Emilia Approach. Federica and the children are all partners in learning, learning with and alongside each other. Talking moments and conversations are embedded in every part of the day, with new words and concepts being introduced, with daily experiences used to extend children's vocabulary. For example, on the day of the QA visit, Federica takes the children on a visit to the park; the children crouch down by the long grass to see what they can hear, listening to the sounds of the crickets, and talking about they can see and hear. The children are excited to have learnt a new word, and they then use this new word within the play throughout the morning.

The views, opinions, reflections, and thoughts of the children are sought consistently, with Federica down at the children's level, engaging in play, observing their interests, and asking their opinions. Interactions are rooted in the children's current interests, and follow the children's lead. The childminder provides opportunities for rest and exercise, and Federica teaches children to take appropriate risks and challenges as they play and learn both inside and outdoors, this is particularly evident during outdoor experiences in the park, to look at

the trees, climb over branches and with Federica offering the freedom for children to explore.

The environment is richly resourced, with text in all areas of the provision, such as having menus in the home corner. There are also lots of resources around the children's interests, with lots of experiences available such as threading experiences to encourage fine motor skills, and a Montessori homemade box, to match balls. There are also provocations to encourage learning, such as a tuff tray set with mini beasts. Federica understands possible learning outcomes and how to use the children's interests to help them in the learning, being able to articulate and explain how she can extend activities. Outdoor experiences focus on being in nature, and having the freedom to explore and discover. Open ended questions are used to engage with children. Planning is built around the children's interests, taking account of the children's termly progress review, their next steps of learning, and their weekly observations. Parents get lots of feedback, with daily pictures, daily handovers and weekly observation. The children receive one long observation per week. Federica demonstrates this partnership when responding to one of the comments from a parent, where she has been informed that their child is really fascinated with yellow flowers - on the way to the park this is incorporated into the walk, with the children searching together for a yellow flower.

The routines could be further enhanced by thinking about the best times for things to take place, for example, whilst story time is engaging and interactive, including actions and songs, it would be better placed at a time when the children are able to focus on the story and relax, rather than during lunch time, allowing lunch time to be a lovely social occasion of discussion. Teaching moments could be further enhanced by Federica knowing when to step back, and considering what learning could happen and would take place if she paused, watched and observed.

Personal development – [Good]

The curriculum and the childminders' effective care practices promote children's confidence, resilience and independence. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. The childminder teaches children to become increasingly independent in managing their personal needs, adapting hand washing routines, and changing where the children wash their hands, to allow the children to be more independent. Throughout these routines, Federica offers reminders for the children to make sure they wash between their fingers, and conversation and songs to cover the reasons why we need to keep our hands clean. When one of the children doesn't dry their hands, Federica reminds them twice, patiently and calmly waiting, allowing the child the time they need to follow the routine.

Federica offers regular reminders throughout the morning of what is coming next, helping children to prepare. Children are actively involved in setting up the table with Federica asking questions such as "who wants to set up the table today", "who can find their placemats". Snack and lunch allow children to serve themselves, with Federica nudging independence. Mealtimes could be more effective at offering a social and relaxed experience, by engaging in discussion with the children, and with Federica eating with the

children, rather than taking part in story times. The setting benefits from two lovely playspaces, which would allow the routine to further support children's independence by moulding the routine to fit activities such as setting the table ready for lunch and helping to prepare the beds, prior to transitioning to the other space, allowing lunch and sleep routines to flow more effectively.

The childminder's resources, attitudes and practices reflect a range of cultures, traditions and diverse ways of life around the world, with Federica placing value and promoting equality and diversity to prepare children for life in modern Britain; this is achieved by Federica creating links to diversity and themes of inclusion into the children's daily experiences, such as through books and drumming experiences for black history month, and themes of inclusion and individuality for pride month.

Behaviour and attitudes – [Outstanding]

The childminder demonstrates effective and consistent co-regulation strategies, supporting the children to understand how to manage their own behaviours through modelling and effective language. This is achieved with Federica offering regular, but appropriate reminders, and helping to facilitate discussion between the children, to help them find their own solutions, offering possible solutions and compromise where needed. Federica uses a calm and respectful approach at all times when engaging with children and models strategies and behaviours consistently. When the children do need reminders, Federica gets down to the children's level, reiterates expectations, and reflects with them.

Children show exemplary behaviour and friendships, they work collaboratively sharing ideas, and are clearly very settled and secure within Federica's setting. Children's achievements are celebrated, with consistent praise for the effort put in, and for having a go. Federica is committed to her own continuous professional development, completing 33 hours of training this year, whilst also linking this learning to how she wants to develop her setting.

Social and emotional well being – [Outstanding]

Federica's provides a secure and welcoming environment that helps children to form attachments and make friendships, and her calm and supportive nature means that children form exceptionally strong attachments to her, and are confident to lead their learning within the setting, with children showing care and respect for their environment and their surroundings, contributing to the tiny home community.

The setting has a strong ethos and set of shared values that are embedded, with Federica having clear plans on how to ensure her new assistant will be supported to share these values, and to build their knowledge. Federica supports the family's emotional journey during transitions, with an effective settling in procedure. Federica helps the children to self-regulate their emotions, in a range of ways – such as through calm facilitated discussions, and allowing the time they need throughout the day. Children are offered prompt and supportive comfort when they are unsettled, using Federica as their check-in point, demonstrating their secure attachment. Federica values the child's individuality, such

as when Federica values the child's choice when a child wants to wear their outdoor hat at the snack table.

Transitions through daily routines are smooth and supportive, and Federica prepares children for what is coming next.

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

Any Required Actions from this visit?	Date of completion
An incident log needs to be implemented	01/09/2022
A blank referral log needs to be implemented	01/09/2022
All allergy / health care paperwork must be put in place for all children, and going forward, these must be received from parents prior to children starting in the setting.	01/09/2022 and ongoing

Recommendations for how the provider can enhance their provision / areas for continued professional development
The environment would benefit further from the resources boxes being labelled with printed text, and pictures, to help the children find and select resources, and to help them identify text.
Storytime is engaging and interactive, including actions and songs, however it would be better placed at a time when the children are able to focus on the story and relax. The dialogic reading approach would further enhance children's engagement and learning during stories and rhymes.
The setting values the views of the children, and involves them in lots of decisions within the setting. Children's planning meetings, and creating children's visual risk assessments that they can get involved in doing themselves, would further enhance children's active roles within the setting.
Federica engages in lovely interactions with the children throughout the day. Sometimes, the best action might be to pause, step back, watch and observe, and see what learning is naturally happening. Embedding this practice further into the day, would enhance the provision further.



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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