



# Quality Assurance Report **2023**

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!

<b>Name</b>	Bright Bees
<b>Registration number</b>	TY0222008
<b>Address</b>	BL3 1QJ
<b>Date of visit</b>	09/02/2023
<b>Name of Quality Consultant</b>	Jordan Barnett (Shadowed by Marc)
<b>Date of registration</b>	21/02/2022
<b>Number of children on roll</b>	3
<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
<b>Overall Grading</b>	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

Children are well-cared for in a bright and welcoming playroom and are provided with healthy snacks and meals throughout the day. There are lots of open-ended resources at the children's height which children can self-select from. Children lead their own play, make decisions, and are able to follow their intrinsic motivations.

Children feel safe and secure in their environment and have a healthy relationship with Cedar; using her for comfort and reassurance when needed, responding positively, and following any instructions given.

Children are taken outside daily, whether the garden or the local park. They also meet up with other childminders sometimes, giving the children the opportunity to socialise outside of Cedar's home.

## Leadership and Management – Good ▾

Cedar understands her role of Designated Safeguarding Lead, demonstrating a good knowledge of how to safeguard children. Cedar understands the processes to follow in reporting to MASH and LADO, talking through previous safeguarding concerns and how these had been dealt with effectively.

Policies and procedures are in place and are shared with parents when they join the setting. However, Cedar's positive behaviour approach is not in line with her policy and she therefore needs to update her behaviour policy to reflect her positive approach. Risk assessments are in place and are effective in keeping children safe.

Cedar self-reflects and looks for ways to improve her practice. She has met her CPD requirement this year, despite a short gap in her CPD log. The training and CPD that Cedar has completed has supported Cedar to reflect and improve her practice. Continued CPD and engagement with the Tiney community will help Cedar develop her practice and setting further.

Cedar spoke about regular and ongoing conversations with parents, such as discussions around children's speech and language development; sharing children's progress and any concerns wherever possible. Regular meetups with local childminders and at playgroups provides opportunities for children to be involved in the community and meet other children they can play and build bonds with.

## Quality of Education – Good ▾

Cedar allows children to explore their environment and their own curiosities. When a child was throwing balls from a basket, Cedar's approach was calm, "You've found the balls" she smiled. Once the ball basket was empty, Cedar suggested a game to pick all the balls up and put them back in the basket. The child responded immediately and excitedly, gathering the balls and placing them in the basket.

Cedar supports the children to engage in risky play. When a child climbed on to a stool wanting to jump off, Cedar moved backwards to give the child room, informing us that it was a new interest of the child. An opportunity for the child to climb and jump in the garden or at the park could have been offered more promptly, to further enhance this child's interest and learning experience in the moment. When in the garden, the children played on the climbing frame. Cedar gave the children opportunities to climb and move how they chose, giving plenty of time to the children to make decisions, not rushing children to move to the next part.

Cedar plans activities around seasonal events. During the visit there was a sticking activity with hearts and stars. Cedar explained that the children enjoyed sticking activities and as it was approaching Valentines day she had planned the activity in line with the upcoming event. During this activity, Cedar's use of the process not product approach was evident, allowing the children to create their own designs however they chose. Cedar and the children

spoke about the shapes of the stickers, and how some were “stuck” and some had “fallen off” when the paper was lifted up.

Cedar knows the children in her care well, she acknowledged when a child copied a new word for the first time, and demonstrated a good understanding of children’s individual stages of development. There is a strong child-led approach within the setting, however the quality of education could be stronger if more opportunities were set up to ignite children’s curiosities and deepen their fascinations.

## Personal Development and Independence– Good ▾

Cedar offers some opportunities for independence at mealtimes. Children carry their own snack and lunch from the kitchen to the table and are encouraged to feed themselves. Cedar was observant and responsive to the children at mealtimes. When a child had eaten all their strawberries and was reaching for another child’s strawberries, Cedar brought more strawberries in.

Cedar sat with the children at the table eating her own snack and lunch with them. It was lovely to see Cedar as a positive role-model for the children during mealtimes. After mealtimes, Cedar used the flannels hung by the table to wipe the children’s hands and faces, singing a song with each child about washing their hands and face.

When it was time to go outside, children found their coats and shoes. One child attempted to put her gloves on herself while Cedar was getting the other child ready. Children’s independence could be further improved if children are encouraged to dress themselves, allowing extra time to do so, and given praise and encouragement to keep on trying.

It’s evident that Cedar has high regard and respect for the children’s thoughts and ways of doing things. The language Cedar uses encourages children to think critically and independently, for example, when climbing the steps to the slide in the garden, one of the children stands and looks curiously about how he will get himself onto the platform; Cedar uses open ended dialogue such as “How are we going to do it?” and “What are we going to do?”, to facilitate the child in making their own decision. Cedar gives children time to think and respond.

Cedar has a very warm and responsive nature and relationship with the children. It's clear the children feel safe and secure in their environment and have the confidence to explore, follow their intrinsic motivations and test their boundaries. The children are very trusting of Cedar and Cedar allows them to follow their thoughts and feelings wherever possible. She knows when to allow the children to self-solve and when to step in to offer support and guidance.

Cedar uses language effectively and at an age-appropriate level to give explanations to the children, supporting children to understand the 'why' or 'how', and also developing their understanding of both their own and other's emotions.

Cedar is embedding different strategies to support children to learn and develop positive behaviours, such as using the phrase "space please" as a way of children making others know that someone is too close. Also teaching the children about 'hard toys' and 'soft toys', with only 'soft toys' being allowed to be thrown. The children demonstrated some understanding of these and were responsive to Cedar's explanations.

Cedar has a clear routine for mealtimes, allowing the children to play safely while she prepares the food. Cedar supervised the children whilst they played independently but knew when to re-engage, giving individual attention where needed and also singing songs such as *hop hop little bunny*.

Cedar fosters a positive and respectful culture with the children and families. She engages in the community such as playgroups and meets with other local childminders.

Cedar works with families to try and overcome challenges or barriers, staying respectful and professional even in more difficult situations.

Cedar is self-reflective, looking for ways to improve and enhance her practice, taking on board ideas from Tiney webinars and training. Cedar understands that embedding new practices can take time, but persists with a positive attitude.

Children's details, information and observations are recorded on the Tiney app, however, using the Tiney app for all communication will help Cedar and the families registered with her become more familiar with the app.

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

Any Required Actions from this visit?	Date of completion
Ensure registers are completed daily	Immediately / ongoing

Recommendations for how the provider can enhance their provision / areas for continued professional development
Support children's developing language skills by using single words, allowing them to hear clear words and make links between the word and action, or word and object. This will help build children's expressive vocabulary. Once the child is confident in saying lots of single words, start by adding a second word, for example, if a child says "car", you might respond "red car"
Schematic behaviour was observed during the visits, therefore completing training and research on schemas will help you to provide opportunities in line with children's interests and learning styles, enhancing their learning and development.
Providing additional resources in the setting in line with children's interests. For example, adding gutters to the garden for ball rolling, or adding different sizes and materials of balls for children to explore the differences.





## 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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