



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	Louise Zimmerman
Registration number	TY0821003
Address	RH10 7DQ
Date of visit	29/07/2022
Name of Quality Inspector	Marc James
Date of registration	01/09/2021
Number of children on roll	16
Number of children in attendance during visit	6
Registered assistants on site	1
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

- Children in the setting are confident, and secure, and have strong, respectful relationships with both Louise, and her assistant Leonard.
- The setting provides a calm and welcoming environment, and supports children in making choices, and developing their independence.
- Louise has a good knowledge of high quality practice, and has a vision for where she would like the setting to embed elements of effective teaching and learning.
- Children's views and opinions are valued, and they are provided with a range of experiences to support their learning.
- The setting is particularly strong at engaging with their local community, including parents and other childminders.

Leadership and management – [Good]

Louise 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. Fire drills happen every half term, with appropriate records in place. A visitors log, and a log of any incidents are also available. All accident forms are signed, but sometimes these are a few days after the accident happens, so must be signed in a more timely manner.

Louise, and her assistant, understand all referral procedures to LADO and MASH, as well as Prevent Duty, and are able to answer other key questions relating to their role within child protection and safeguarding. Assistants are supported in their knowledge of safeguarding, and they are beginning to explore further in how the environment is set up and activities that are on offer. Leonard talks about how Louise supports him, and is able to comment on areas of development. Supervision records are in place, and Louise and Leonard are currently developing Leonard's professional knowledge and interactions, so that he is more involved in the daily interactions and teaching, as well as the general daily tasks. This links to what was observed during the visit.

All policies are up to date, and have been reviewed on 14/07/2022. 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. Louise and Leonard are very active within the tiny community, and Louise is very committed in her role as a 'Community Coach'.

Quality of education – [Good]

The curriculum is well planned and draws on input from the parents and children. The children are involved in the environment set up each day, helping to set out what they want to engage with. Partnerships with parents are strong, and parents contribute ideas and suggestions of trips and visits that Louise and Leonard could take the children on. Louise asks the parents about the children's interests regularly, and includes these within the daily activities. Parents are encouraged to come on trips with the setting, and parents recently joined the setting for a trip to the theatre. Children arrive through the back garden gate, and this allows effective interactions with parents at drop off time. All seven areas of learning and development are implemented appropriately, with an understanding that the three prime areas are essential for children's development.

Assessment is used effectively, supports teaching and informs future planning. Starting points are formally recorded after the children have been at the setting for six weeks; these are then shared with parents. Possible next steps are included into daily planning, and these are adjusted according to parent's observations too.

Children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in both large and small

movements, appropriate for their stage of development. This is encouraged with lots of community visits, which includes active visits to the park, access to other childminding groups, and engaging with nature in woodland walks and picnics.

The assistant Leonard responds to children's interests, such as when the children want to roleplay and have a picnic in the garden; Leonard offers the children real food items, and asks opinions and offers choice. As Leonard is just starting out in his career in childminding, and building a knowledge of teaching in early years, effective practice will need to be embedded over the next year, which will strengthen and enhance the quality of education, to ensure consistency between the two practitioners.

Personal development – [Good]

Louise, and her assistant Leonard, teach children to take appropriate risks and challenges as they play and learn both inside and outside, particularly supporting them to develop physical and emotional health. This is witnessed and evident when children are climbing; Louise is on hand to offer support, without interfering, and allowing children to manage their own risk.

Louise teaches children to become increasingly independent in managing their personal needs, with meal times being a social experience, and a learning opportunity. Younger children in high chairs are still brought to the table, so that they can share in this social experience. Hygiene practices need to be more consistent, at ensuring children always wash their hands and sit down for snack time, even when engaging in exciting play within the playpark. Lunch time could be further enhanced by allowing the children to take an active role in setting up and clearing down the tables, and these general tasks in being part of their little community.

Louise works together with the child and the family to help them understand the process of separation and building attachment, with clear support in place for assisting parents and children with settling in.

Behaviour and attitudes – [Good]

The childminder provides a warm, responsive relationship where children feel respected, comforted and supported, and all of the children are very confident in approaching and talking to both Louise and Leonard. The relationships between the children and the adults are based in a positive and respectful culture.

The setting encourages discussions of emotions which supports self regulation skills through coregulation. Louise gets down to the children's level when supporting children during disagreements, and facilitates discussion. A visual timetable has also been implemented, to support children in understanding what is coming next, and has been used specifically for children that have needed that extra support, with the visual timetable being shared with parents to ensure the same approach is used both at home and in the setting.

Social and emotional wellbeing – [Good]

Children form strong attachments to Louise and Leonard, which is evident when children arrive a little unsettled, and need some nurture and support - with Leonard taking an active role in this.. When children arrive at the setting, they are greeted by a “Dear Zoo” display on the fence, which is interactive and links to the theatre trip that the children have recently taken; this supports children in their sense of belonging in the setting, before they have even entered the door.

The settling in process keeps children’s social and emotional wellbeing as the clear priority. Louise describes the first settling in session as “having coffee with a friend”, where she tries to build that relationship with the parent, and, in turn, to build trust with the child. These are usually carried out during the evening or at a weekend, to allow Louise to focus all of her attention on the family, and to get to know as much as possible about the child.

During the visit, an area to encourage discussion around emotions was noted, with pictures of real facial expressions encouraging children to talk about how they feel, to reflect, and to sing songs about their feelings. Louise talks through this area as an ongoing project area, which is added too and adapted, depending on the children’s needs.

Any Required Actions	Date of completion
New behaviour policy to be put in place, using the new tiny template on the resources section of the app.	01/09/2022
All accident forms are signed, but sometimes these are a few days after the accident happens, so must be signed in a more timely manner.	For all future accident forms

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

Louise to support the assistant, Leonard to be more involved with the daily running of the setting by having more interaction with the children, focusing less on the day to day household tasks. Louise will also support Leonard in his understanding of child development and in quality teaching in early years, to embed quality teaching practice for both adults within the setting, with Leonard only recently starting childminding.

The children to take on a more active role in some of the tasks, such as in setting the table, and clearing down after lunch time, to enhance personal development and contribute to the tiny home community.



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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