



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	Zakia Ali - Little Heroes Home Nursery
Registration number	TY0721012
Address	RM6 6YX
Date of visit	19/08/2022
Name of Quality Inspector	Rosemarie Alphonse
Date of registration	30/07/2021
Number of children on roll	18
Number of children in attendance during visit	3
Registered assistants on site	2
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

Zakia's tiny home nursery is nurturing and safe, with a good quality of education and opportunities. Zakia has worked hard to achieve good bonds and attachments with the children, and these close attachments are clear to see in her interactions, as well as the interactions of her assistants; this enables the children to have a secure base to explore and learn, having built trust in the adults that support and care for them.

Zakia has strived for the environment both indoors and out to present a range of activities, extending children's learning. There are opportunities that Zakia uses in the layout of the children's play areas to encourage development in growing things, taking risks, and encouraging creativity. This enables the children to become curious learners and have a go, having the freedom to take their play wherever they want it to go.

Zakia's commitment to the home-from-home environment has been achieved by choosing appropriate equipment, resources, and toys around the home to enable all of the children to have access to all resources.

Leadership and management – Good

Zakia understands her role in safeguarding and is aware of her responsibilities in keeping the children safe and well, promoting good health, supporting behaviour and co-regulation, maintaining records, and keeping policies and procedures up to date. All files are stored securely, maintaining confidentiality in a locked filing cabinet. Zakia has ensured the environment is safe and secure with written risk assessments. Zakia has an evacuation plan in place and a practice log with recorded entries from practice. The children have a healthy menu, with an additional Halal menu provided.

Zakia is clear in the MASH reporting procedures if she has concerns about any of the children in her care, and understands the LADO referral process for managing allegations.

Zakia is in contact with the Tiney community and meets up in the local park or at events. Zakia has expressed her drive to learn more and increase her knowledge of the early years. Zakia plans to prioritise her continuous professional development in the coming months.

Zakia has two assistants and both assistants' safeguarding knowledge is clear and they confirm that Zakia is a good leader, guiding and supporting them with daily mini meetings to discuss the day and ongoing delegation of duties. Induction and supervision is incorporated and the assistants feel that they can confidently be a key person to children allocated to them. The assistants understand their responsibilities in reporting and recording information to pass to Zakia relating to prevent duty, child protection and safeguarding.

Quality of education – Good

Zakia has provided a comforting learning environment with a 'home from home' feel. The children are at ease, and have close attachments with the adults caring for them. One of the assistants demonstrates a calm approach and nurturing tone, when supporting a child who was unsettled.

The water play had an array of objects pouring, mixing, sieving and transporting of objects between two water areas. One of the assistants is observed supporting the child's play, by leading with open ended questions and introducing new vocabulary / language. Children are free to engage with their own ideas, such as when one of the children climbs in and sits in the bowl of water, extending and experimenting with their play; with the support and encouragement to experiment from the assistant. The resources and experiences enable the children to make choices and they are challenged in their play with teaching and learning opportunities. Prompt statements at each activity further support the assistant to encourage the children's learning; statements such as 'what can you see?'. Activities are well planned.

Care processes are embedded and natural. Continuous and effective communication is in

place with all the children, telling them in advance of the care that is about to take place, such as when preparing to wipe young children's faces who can not yet wipe their own faces, saying "I'm going to wipe your face now, is that ok?", and offering gentle respectful interactions which enables safe and respectful care.

Personal development – Good

The care of the children is consistent and of a high standard. Zakia and her assistants operate a key person process whereby they support, play and tend to the care needs of their key grouped children, thus providing continuity of care throughout the day in play, meal times, care routines and sleep times. This is evident that the children are thriving from the key person process and feel secure and happy. A child upset from separating from mum was soothed and supported into the day with a kind cuddle and reassuring word, acknowledging the child's feelings and offering comfort.

There is a calm flow and a good routine in place, with Zakia and her assistants providing explanations and reminders of what is happening and when, that flows naturally, and is supported by visual prompt cards of what is coming next, promoting the children's understanding of routine. Meal and sleep time was calm and without stress. Children are part of their routine and asked "can I wipe your face now, if you have finished your lunch?" and "Can I take your plate?". This could be further enhanced by the children taking an active role in carrying out these tasks themselves.

The children also had opportunities to explore a large map of the world, which started a talking point for the children to learn about where they are from and where others live or originate from on the map, supporting a focus on promoting respect for others and people from around the world.

Behaviour and attitudes – Good

Zakia is sensitive to the needs of the children in her care and understands children's ages and stages means they need varying attention at varying times throughout the day. Zakia has a warm and responsible nature and on the day of the visit supported a child who had been on holiday and absent from the setting for a while. Zakia was mindful of caring sensitively to the child and gave the appropriate attention with patience. Zakia supported the child to play, staying nearby to boost their confidence.

Zakia also supported a child who was feeling a little unwell and supported them to feel comfortable, delegating tasks to her assistants to ensure she could change the child who was unwell, who wanted the attention and support of Zakia. Zakia's calm approach and

evident bond with the child meant that this supported the child in being more at ease and more comfortable. Zakia explained that she would contact the parents for updates and follow her sickness policy for asking the parent to come and collect the child when appropriate.

Social and emotional well being – Good

Zakia and her assistant have an ethos of a home from home feeling with an emphasis on the children feeling safe and secure. This is achieved as Zakia verbally reassures the children with support. Zakia'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 Zakia acknowledging the children's feelings, providing reassurance, demonstrating patience as the child navigated their feelings throughout a period of time.

Zakia has a good relationship with the parents and communicates with them via the app, verbally asking them about their child to gain an understanding of how the child may be feeling. Messages from parents on the app express how happy they are with Zakia's care for their children, with comments that read; 'Thank you for working hard to make our baby comfortable and happy' 'You guys are such a blessing for us'.

After restful sleep the curriculum allows children to be calm, and supports self-regulation on 'feelings sofa' with a cosy canopy to enable the children to express their feelings, relax and be alone or be supported by an older child or adult.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Not applicable	N/A	N/A

Any Required Actions from this visit?	Date of completion
Ensure Early Intervention liaison with tiny, to get support in place for any children that need support in any areas of their development.	30/08/2022
Ensure all risk assessments are reviewed and updated appropriately,	30/09/2022

making adjustments to the environment as appropriate.	
Get all allergy paperwork in place, with evidence from health professionals and all written information for parents, updating the risk assessments as appropriate	30/09/2022 and ongoing
Ensure all accident / incident forms are signed promptly by all parents / carers	Immediately and ongoing
Ensure Zakia and her assistants carry out a minimum of 16 CPD (Continuous Professional Development) per year.	31/12/2022

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

Zakia to Increase use of Tiney App to extend knowledge and gain support from Tiney to help her in her setting

Zakia to manage her time more effectively to keep on top of any admin tasks required for her setting.



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