



Quality Assurance Report **2021**

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. This is the second visit in the first year and the childminder will have already had a compliance visit to ensure they are meeting the Safeguarding and Welfare requirements of the EYFS.

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	Aisha Warsi
Registration number	TY1220003
Address	BR8 8HB
Date of visit	07/12/2021
Name of Quality Inspector	Cheryl Bedding
Date of registration	02/12/2020
Number of children on roll	1
Number of children in attendance during visit	2
Registered assistants on site	N/A
Evidence of any previous actions being met	N/A

Grading

Quality of education – Requires Improvement

Aisha has provided a warm and welcoming space for the children in her setting. There was positive engagement, positive relationships and Aisha demonstrated an understanding of the current stage of development of the minded child in her care. Aisha sat back and observed the children playing, allowing them time to explore and discover the objects they were playing with. Aisha had a christmas tree that the children were able to decorate with a train around the base that they enjoyed playing with. There were opportunities for counting, supporting their early maths, embedded into the setting as she counted objects with them and also the stairs as they walked up for their sleep time. Aisha has a range of resources available for the children to choose to play with and they are taken to different groups during the week, including rhyme time, spanish and stay and play sessions. Aisha is observing and assessing against the 7 areas of learning and development, however, she is referencing the out of date statutory framework. Many opportunities were missed to engage in deeper level interactions and support critical thinking, opting more for questioning and testing in her communication with them, there was no demonstration of sustained shared thinking, playing alongside the children effectively to scaffold their learning. Transitions from play to lunch and lunch to sleep were very inconsistent,

unorganised and Aisha did not respond effectively to their behaviour cues which would have lessened the impact on the children's emotional wellbeing. The overall learning environment was not purposefully laid out and did not stimulate or challenge. There was a long period after lunch and before sleep that didn't offer any level of opportunity for engagement in anything specific, it was spent managing the children's behaviour at a time when they were extremely tired.

Personal development – Requires Improvement

Aisha has all of her policies and paperwork up to date and these are all shared effectively with the parents. Aisha has a range of posters within the setting reflecting British values and celebrating culture and varying traditions. Aisha demonstrated a positive relationship with the parents where communication is open and transparent. Aisha offers a range of nutritious meals for the children, however, she is currently dealing with some meal time/food challenges and this did not make for a positive, calm or positive social experience for the children. Although Aisha initially sat with the children, the event quickly changed to a very stressful situation for everyone. Aisha did not demonstrate consistency or clear control of the situation. Children were encouraged to wash their hands before lunch time and Aisha supported them to be independent with this, however, nappies were not changed regularly. An adequate space for sleeping is not currently offered with children sharing a bed space, with potential risks for cross contamination, falling from height and also Aisha mentioned she will lay with the children in the room and rest herself sometimes, This is a safeguarding risk.

Behaviour and attitudes – Requires Improvement

Aisha demonstrated a positive relationship with the children and she remained calm during some tricky situations, she offered comfort and reassurance when the children became anxious or upset and she was respectful of the choices that the children made. However, children's behaviour is not consistently supported and no opportunities to support and aid self regulation were observed. Although there is a written visual timetable within the setting, routines were inconsistent that did not provide structure or predictability for the children to support their understanding or ability to self regulate in times of heightened emotion. Aisha's language was also very negative when dealing with challenging behaviour, limited use of positive reinforcement was observed.

Leadership and management – Requires Improvement

Aisha has her policies all up to date and these are shared, along with any updates, regularly with parents. All accident and medication records are effectively completed as well as risk assessments and other management processes. Aisha has completed some additional professional development training, however this does need to be increased to support her professional growth. Effective COVID management systems need to be in place and followed. Aisha has the capacity to improve and has demonstrated a desire to want to increase her knowledge and provide excellent care and learning to the children in her setting.

Social and emotional well being – Requires Improvement

Aisha demonstrated effective strategies for settling in the child in her care following lockdown and it's clear that the child has built a positive and secure relationship with her. Aisha has provided a planned a clear written routine, but this is not yet consistent. The children are able to make choices and Aisha plans activities based on her observations of the children's interests, however this is not always clear. Aisha is currently caring for her mother within the home as well as childminding and this appeared to impact on her own energy levels and well being at times.

Overall effectiveness – What is it like for a child here?

The one child in Aisha's care has settled well, has clearly made a positive connection with her and is confident to seek help and support from her. Aisha provides a range of opportunities outside of the setting to engage in meaningful, engaging and appropriate activities to support their development. Aisha clearly has a positive relationship with the parents that aids effective communication and supports the care of the child. The child is cared for in a warm environment that is enabling growth in his language and social skills and a friendship is being made between him and Aisha's own son.

Areas of strength

- A warm welcoming home
- Strong lines of communication
- Clear policies and paperwork

Areas for further professional development

- Deeper awareness of strategies for effective teaching and learning
- Update knowledge and use of the new statutory framework
- Develop knowledge and practical application of sustained shared thinking
- Develop knowledge and practical application of self regulation strategies

Safeguarding

- Immediately change sleeping arrangements

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

Actions	Recommendations	Date of completion
Registration with the ICO		17/12/2021

	Training webinar on Self regulation	31/01/2022
	Training webinar on sustained shared thinking	31/01/2022
	Training webinar on effective teaching and learning	31/01/2022
	Create a training log that shows training attended, reflections and impact	31/01/2022
COVID policy needs to be in place and adhered too		17/12/2021
Change current sleeping arrangements to ensure safety of children		10/12/2021



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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