



# 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. 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!



<b>Name</b>	Marinella Mannoni
<b>Registration number</b>	TY0620008
<b>Address</b>	HA7 2EL
<b>Date of visit</b>	02/02/22
<b>Name of Quality Inspector</b>	Sarah Read and Sarah Doyle
<b>Date of registration</b>	18/09/2020
<b>Number of children on roll</b>	7
<b>Number of children in attendance during visit</b>	6 (including Marinella's own child)
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	Yes

## Grading

### Quality of education – [ Good ]

Quality of education is good, the environment is set out with a range of resources that support children's learning in different areas.

As children explore the resources Marinella models simple language to comment on what the children are doing. She is skilled in using a balance of commentary and open questions. If children mispronounce or get words wrong, Marinella responds by modelling the correct word or sentence for the children, enabling children to have confidence to try out new words and phrases. A good range of vocabulary is used across the setting when talking about activities, for example when a child is interested in a toy boat, Marinella talks about boats and submarines and whether they will float or sink.

There are opportunities to develop language throughout the day such as singing at circle time - children are encouraged to sit in the circle but not made to. Children know the songs well and clearly enjoy the opportunity to join in and sing along. Marinella welcomes children's comments and questions during story time rather than 'sticking to script'. Dual language books are available.

Marinella links experiences together to further enhance learning - reminding children what they were doing in the garden so they can extend that learning indoors. The pizza making

activity links to their earlier exploration of tigers (Lunar new year) (stripey pizzas)- this supports a depth of learning for children.

During nappy change, Marinella's assistant uses song to introduce some key words and to help with soothing.

Children's learning is fostered in all areas - Mathematical skills are developed through play and activities - e.g. making a stripey pattern on the pizza, and during the cooking activity children are able to practise key skills and knowledge at their level of development (fine motor for rolling and spreading, pattern making, knowledge of cooking in the oven). There is a good balance of adult led activity and guidance, and child led exploration.

Marinella is aware of children's development - she can describe where children are in their development and plans activities to support development in areas of interest. She comments that one child is developing an interest in using pencils, developing their palmar grip. Marinella is supporting this with activities and routine experiences such as using tools in tuff tray and encouraging independent feeding.

Children's progress is tracked against the EYFS but at present Marinella is still using the old version of development matters and only assesses in the prime areas. Marinella makes regular observations of the children using the tiney app, focussing on wow moments in the app and longer observations every 3 weeks. Videos and pictures are also used. Marinella uses her observations to plan for children's future development according to interest and need.

### Personal development – [ Good ]

Children's independence is promoted - children are asked to roll up their sleeves for the cooking activity and older children engage in making their own pizzas for lunch - this could be further developed so that children that demonstrate understanding could take part in all steps e.g. pouring flour on the table.

There are robust settling in procedures in place that meet the needs of the families. Marinella promotes a happy setting so if children need longer to settle she works with parents to enable this to happen. Marinella understands the children's needs well and uses effective strategies to ensure they are supported, for example she talks about a child who's attendance has not been consistent recently. She knows that this child needs more reassurance currently and is revisiting the settling process with them to ensure they feel comfortable and secure.

Regular hand washing is promoted and nappies are changed regularly with songs used to soothe babies when being changed.

Children have free access to books and demonstrate their understanding of turning the pages, retelling familiar stories, developed from previous experience

### Behaviour and attitudes – [Good]

Children generally relate well to each other in the setting. When there is one incident with sharing, the children respond well to Marinella's idea to keep the book in the middle for all to access. Older children understand turn taking and wait patiently when it is someone else's turn.

Both Marinella and her assistant are responsive to children's needs. When children are upset, they offer timely support with effective strategies such as distraction and cuddles. A baby who is new to the setting has settled securely, and readily seeks support from Marinella. Words of encouragement are used to support children when engaged in activities.

Children's needs are prioritised over tasks- for example when Marinella was setting up the cooking activity she continued to respond to the children's requests for help.

Children engage well with activities - joining in with singing, pizza making and a range of activities around Chinese New Year and the year of the tiger.

There is a 'cosy' retreat area in the second childminding area which one child goes to when she is feeling upset.

### Leadership and management – [ Good ]

Marinella understands her statutory responsibilities. She is organised and ensures documentation is stored confidentially. Accidents and pre-existing injuries are recorded, although formal documentation should be used for pre-existing injuries in future.

Marinella works closely with her assistant and has recently introduced staff meetings to ensure that the setting runs effectively. Supervision is in place and Marinella takes into account feedback from her assistant to implement effective change in the setting. For example a suggestion was made to use the second room more for play opportunities, this has now been implemented.

Marinella's setting is inclusive and effective provision is offered to children with additional needs. Marinella is working with SEND Support at tiny to further enhance provision in this area.

Marinella is reflective and seeks opportunities to learn and improve. She engages with training at tiny both at webinars and through the app and uses this to make changes to practice.

## Social and emotional well being – [ Good ]

Trusting and secure attachments are promoted in the setting and children relate well to Marinella, her assistant and other children in the setting.

Marinella provides consistency and security within the environment, children are trusting and feel secure. Children reach out to Marinella and her assistant for support and reassurance when it's needed.

Marinella knows the children very well and understands how to support their individual social and emotional needs effectively. For example she understands when a child goes under a blanket that this is her way of seeking comfort. She allows the child to continue to do this as she understands that the child needs it.

There is a good balance of adult led and child initiated play. Uninterrupted time for play enables children to become intrinsically motivated.

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

Children are happy, engaged, and developing good relationships with Marinella, her assistant and with other children in the setting. The routines support their needs well and an exciting curriculum of experiences and learning is provided. Children are supported to become independent, active and engaged learners in all areas of learning. Children have access to a good range of resources, activities and experiences that allow them to make links in their learning.

## Areas of strength

- Marinella and her assistant understand the children really well and meet their individual needs
- Settling in procedures are robust allowing children to feel secure in the environment
- The environment is enabling for children with a good range of resources and experiences
- Marinella's use of 'linking' activities across the course of the day/week encourages children's cognitive development

## Areas for further professional development

- Independence is promoted but this could be built on even further during activities, and through providing photo labels to enable children to freely access resources
- Think about options for 'safer sleep' - for example using monitors / regular checking
- Work with parents regarding reducing use of dummy during the day- there is some good NHS guidance for this

## Safeguarding

Safeguarding is effective although there are some risk assessment aspects that need to be addressed. Marinella was compliant at her previous visit. She understands her responsibilities around safeguarding, she has policies and records in place and these are generally used effectively. Marinella knows what to do if she has a concern about a child.

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Fire drills to be practised and recorded	Yes	
Print out allergens poster and put it up in the kitchen	Yes	

Actions	Recommendations	Date of completion
Ensure diligence when visitors arrive: ID check All visitors to sign in		Ongoing
Use existing injuries form to log injuries and explanation of these and ask parent/carer to sign		Ongoing



Review EYFS statutory requirements on safe sleep-regular and recorded sleep checks and use of monitor as needed		17/2/22
Re-attach fire guard		17/2/22



## 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