



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!

Name	Kiran Perkins
Registration number	TY0321013
Address	SE8 3JW
Date of visit	10/03/2022
Name of Quality Inspector	Oshra Murphy
Date of registration	24/3/2021
Number of children on roll	5
Number of children in attendance during visit	3
Registered assistants on site	0
Evidence of any previous actions being met	N/A

Grading

Quality of education – [Good]

Kiran has high expectations of the children. Children are taken on outings daily and regularly. For example, children go to stay and play, parks and the library. Kiran points out features and shapes of the environment. For example, she explains to children about the person in the traffic lights and what they mean. She asks children to say when the green person lights up so they can cross. Children go out on daily walks to the local parks where children can run, climb and jump, developing their physical skills.

Kiran supports the children's language and communication well. This is one other main teaching intention, especially as she has children with English as an additional language (EAL). She consistently speaks to them using open-ended questions, allowing them enough time to process and respond. However, at times, she misses opportunities to extend children's learning. For example, she turns the children's attention to the squirrel in the park, asking them to look at how he runs and eats. This could have been extended further. Kiran reads a variety of books to children. She uses different voice intonations to keep children interested and engaged, pointing to the characters in the book and asking relevant questions.

The learning environment is set well. Children have free access to a variety of resources

including books, puzzles and musical instruments.

Children are encouraged to look at similar objects and are supported to count them.

However, there are opportunities to extend these further. For example, while reading a book about ducks, Kiran lets children count the first 2 and then counts the rest for them.

Kiran celebrates different holidays and celebrations with the children. She cooks different types of food. Introducing the children's own different cultures into her setting.

Personal development – [Good]

Kiran treats children with respect. She asks them if she can change their nappies, explaining the reasons for this to a child who might be reluctant, she constantly speaks to them whilst doing so.

Kiran understands the importance of providing children with healthy meals and snacks. She cooks meals from scratch. Kiran involves parents in developing her menus. She provides a variety of meals which reflects the diversity of cultures in her setting. For example, she offers Spanish tortillas for tea. Children have access to drinking water throughout the day. Kiran understands and has a good awareness of allergies and how to follow the correct procedures when a child with allergy attends her setting, ensuring risks are minimised. Personal hygiene is promoted. Children clean their hands and face with wet wipes after their nappies are changed, before and after meals. Children are supported to feed themselves.

Behaviour and attitudes – [Good]

Children have good bonds with Kiran. They feel safe and secure in the setting. They are comforted when they are upset. Children start to self regulate their emotions and are supported well by Kiran. They are starting to share and take turns. For example, they take turns while playing with the garage, repeating each other words while pushing cars down the slope.

They are confident communicators and can show Kiran their needs and wants in a variety of ways.

Kiran speaks and explains to children about the way they need to behave. She uses appropriate language explaining to children what is happening now and what is going to happen next.

Children understand simple instructions. They listen well and follow Kiran's directions. For example, when asked by Kiran to have their nappy changed, the children approach her readily and happily.

Leadership and management – [Good]

Partnership with parents is good. This is evident as some parents have just increased their children's sessions.

Kiran understands the importance of supporting and identifying children with SEND. She is aware of the importance of working with parents and outside professionals to support children to achieve the best they can.

Kiran is aware of the importance of developing her own practice. She participates in different courses, either with the local authority or online. For example, Kiran attended a course about supporting children with SEND.

Kiran has a good understanding safeguarding including the wider aspects, such as Prevent duty and FGM. She knows what to do and who to approach when / if she has a concern about a child or an adult.

Social and emotional well being – [Good]

The children and Kiran have very strong bonds.

The environment is welcoming and children feel safe and secure. They are happy to move around and approach Kiran for cuddles. Children voice their needs and wishes. They are free and confident to choose resources and activities independently. Children play uninterrupted and Kiran intervenes when appropriate.

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

Children are happy and confident. They have developed good bonds with Kiran. Children are confident to approach Kiran for cuddles and comfort when they feel upset.

Children's independence is supported well. They are treated respectfully by Kiran, who listens to them attentively. Children's language and communication is well supported. They are constantly spoken to.

Children benefit from a variety of outings to support their development such as going to the playgrounds, parks and the library. They look at features of the environment while out. Children learn to share and take turns. They are starting to play together.

Areas of strength

- Kiran constantly speaks to the children she uses open ended questions. She has developed good bonds with the children
- She treats children with respect, asking and explaining the rules to them.
- Kiran continuously develops her practice.
- Kiran provides children with a warm and enabling environment which allows them to develop confidence and independence
- Partnership with parents it good

Areas for further professional development

- Extend children learning further, especially whilst on outings.

Safeguarding

- Kiran has a good understanding of safeguarding including the wider aspects such as Prevent duty and FGM
- She knows what to do and who to approach when she has a concern about a child or an adult.
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Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
NA		

Actions	Recommendations	Date of completion
	Ensure you use opportunities that present themselves to extend children's learning further	On going



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