



# 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!

<b>Name</b>	Elsa Erika Flores Estensoro
<b>Registration number</b>	TY1021001
<b>Address</b>	WD6 2JJ
<b>Date of visit</b>	07/07/2022
<b>Name of Quality Inspector</b>	Judith Wayne
<b>Date of registration</b>	4/10/21
<b>Number of children on roll</b>	6
<b>Number of children in attendance during visit</b>	3
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	N/A

## Grading

### Quality of education – [ Requires improvement ]

Children show they feel content and secure in the setting and they have developed positive relationships with Erika and her assistant (her husband), as well as the other children. Children play together cooperatively, taking turns to climb up and slide down the slide. They both encourage early mathematical counting in activities but this could be further developed. She and her assistant offer the children regular praise and encouragement, and this helps boost children's confidence to have a go. They know the children well but not what they need to learn next, and the curriculum is not well designed. Planning is not done effectively and activities provided are not planned well enough to help children to reach their next steps or to sufficiently challenge and extend their learning. The quality of teaching is not at a consistently good level. Although they observe children as they play and take pictures to share with parents they can not fully talk about their next steps in learning meaning they do not always extend children's knowledge and skills. This means that although children make some progress, they are not fully supported to make the best possible progress they can.

### **Personal development – [ Requires Improvement ]**

Children have plenty of opportunities to play outside in the fresh air. Children have strong relationships with Erika and Flavio and they appear happy and safe in their care. They give children cuddles to help them settle quickly. There is a verbal settling in policy discussed with parents. They are attentive and meet children's care needs well. Healthy food and snacks are provided and fresh drinking water is available at all times. The setting provides a dedicated playroom with lots of resources but it needs to be used more effectively. Children are secure in their surroundings and confidently select resources that they want to play with. However, they do not always support children's independent play and so it is often repetitive and does not extend or fully challenge their learning. Children enjoy daily opportunities to go in the garden for fresh air and exercise. They provide a range of equipment that supports children to develop their physical skills. Children learn about the importance of being healthy and they use mealtimes to talk to children about healthy eating and children learn which foods are good for them. The childminder teaches children about hygiene and handwashing but is yet to introduce brushing their teeth.

### **Behaviour and attitudes – [ Good ]**

Generally, Erika and Flavio have clear expectations for children's behaviour. They are beginning to communicate these to children and are starting to explain why some behaviours are not acceptable. However, this approach is not yet fully embedded and the use of visuals could be introduced to support this. They both demonstrate good manners including the use of lots of positive language and lots of praise when the children try things. They both demonstrate a supportive and encouraging relationship with the children and are aware of the impact of transitions. They can explain how they will handle conflicts with children. They celebrate different festivals from Purim to Eid and they teach Spanish weekly.

### **Leadership and management – [ Requires improvement ]**

Erika keeps mandatory training up to date, such as first aid and safeguarding. However, Erika does not review her practice well enough to identify her own professional training needs. Consequently, she has not sufficiently focused on improving her understanding of how young children learn in order to ensure her teaching is beneficial for all children. They both demonstrate passion and commitment to their role but they need to be more proactive in creating the vision they have for their setting. Despite her assistant being her husband a more formal process needs to be in place for communicating planning and making sure he understands all the policies and procedures of the setting. They communicate with parents daily and keep them informed of what the children have done and ate in the day. She is fully aware of her responsibilities in keeping the children safe. Erika does not use the tiny app to

observe and assess children's learning and development consistently.

### **Social and emotional well being – [ Good]**

Children play and explore the activities provided.. However, they are not planned specifically or purposefully to help children reach their next steps in learning and do not engage them sufficiently. She provides activities that she knows children enjoy. However, they are not meaningful and appropriately challenging for children. They work in partnership with the local school. She regularly communicates with them about children's well-being when she drops off and collects children. The environment is totally safe and secure for children and the children are beginning to understand their routines. The provision is calm and has a positive feeling in it. They encourage the children to play together and wait for each other.

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

The children are safe and happy in their environment and have formed good relationships with Erika and Flavio. All the children are greeted very warmly and spoken to and sung to throughout the day in a lovely manner. They have a warm and inviting setting and the children are well cared for.

### **Areas of strength**

- The warm and spacious environment which can offer many opportunities
- The caring and attentive nature of both Erika and her assistant.
- The desire to learn and create an amazing setting

## Areas for further professional development

- To use professional development opportunities to keep updated with changes to legislation and to improve the quality of teaching to a consistently good level.
- To have consistently high expectations for children's behaviour and help children to learn to manage their own behaviour
- To plan and provide children with purposeful and challenging experiences, to help develop their knowledge and skills more effectively.
- To develop planning and tracking

## Safeguarding

The arrangements for safeguarding are effective. Erika completes regular training to help her safeguard children and keep her knowledge up to date. She understands her role and responsibility in keeping children safe. Erika knows the signs that may indicate a child is at risk of harm. She understands the procedures to follow and who to contact if she has a concern about a child's welfare. She demonstrates an awareness of broader safeguarding issues, including the 'Prevent' duty guidance and female genital mutilation. Although the setting has risk assessments in place, they are not fully embedded in her daily practice to include outings.

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

Actions	Recommendations	Date of completion
Plan challenging experiences based on children's individual needs and interests in line with the curriculum to focus on what they need to learn next, to help them make good		August 22

progress in all areas of learning. ( implement the 3 I's)		
review risk assessments to ensure they are thorough and effective in identifying and addressing any potential risks on outings		August 22
Target training and professional development to improve the quality of teaching and education to a consistently good level		September 22
Write a settling in policy and Behaviour Policy		July 22
Understand individual children's starting points and how to support them to develop in their learning		August 22
Send revised car insurance including business insurance to Tiney		July 22
Plan carry out and record regular evacuation drills and make sure this incorporates children who attend on certain days		September 22
Make sure parents have read and understood the policies		August 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