



Quality Assurance Report **2023**

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. 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	tiney and me tiney home nursery Heidi Samsoondar
Registration number	TY0322002
Address	BR7 5AY
Date of visit	09/03/2023
Name of Quality Consultant	Helena Spinelli
Date of registration	09/03/2022
Number of children on roll	4
Number of children in attendance during visit	1
Registered assistants on site	NA
Evidence of any previous actions being met	NA
Overall Grading	Good ▾

Overall effectiveness of the setting, with an overview of the strengths and areas of development – What is it like for a child here? Including the views of the child / child's voice

Children are happy and well settled in Heidi's house, and enjoy spending time there. Heidi's focus in creating a supportive extension to children's family is evident as strong bonds are formed amongst children, Heidi and families. Children are confident to explore the environment and resources as they are observed moving around confidently and self-selecting their own resources. This helps children self-confidence and supports them in becoming independent.

Children form close relationships with Heidi who is attentive and sensitive to their needs. They feel confident to approach her for comfort and cuddles. Children demonstrate that they feel safe and secure. Heidi ensures she collects information about children's individual interests, likes and dislikes when they start attending her setting. She uses this well to help them settle in.

Children go on daily outings to the local park where they particularly love to see ducks, they also have regular trips to the local shops, take part in various playgroups and often have opportunities to go on trips such as the children's museum. Children interact with other children regularly and the big world, this helps them to develop their social skills.

Leadership and Management – Good ▾

Heidi understands the importance of her role in keeping children safe, she has a good understanding of safeguarding policies and procedures and knows how to recognise the signs of abuse and neglect. Heidi knows which procedures to follow and who to approach and report to when they have a concern about a child or an adult. Heidi has a good knowledge and understanding of the wider safeguarding issues as scenarios were given but Heidi would benefit from refreshing some training such as the 'Prevent' duty to further develop knowledge around signs of radicalisation.

All statutory information and records were inspected, such as records of accidents/incidents, medications, Heidi obtained all necessary information about children under her care and through an online system implemented she ensured parents' review and update any relevant change such as permissions and contact details. She is fully aware of the importance of her role, continued CPD and understands her statutory responsibilities under the EYFS.

Heidi is a confident, reflective and passionate childminder, she is well organised, ensures that documentation, policies and procedures are up to date, understood by parents and reflective of her setting. Heidi ensures children are safe and secure, they are supervised at all times and risks are effectively managed. Her home, indoors and outdoors, is welcoming and well resourced, she takes great pride in the environment she offers, resources are of high standard and well maintained. Heidi has excellent relationships with the parents and they respect and value her highly.

With a genuine passion for supporting children's personal, social and emotional development, Heidi is committed to furthering her knowledge and understanding of how children learn and develop. She uses the training provided by them well applying it into her practise, she attends training provided by her local authority and is learning about child psychology, she believes that this will help her to understand children's development further, ensuring intention is always present in her practise.

Quality of Education – Outstanding ▾

Heidi knows the children well, the environment is set in a way that is accessible and attractive for children, they are free to choose the resources and activities they are interested in. Planning and teaching are exemplary in engaging children in their learning, extending from children's interests, for example when a child becomes curious about

building a road track Heidi responds by getting down on the floor with the child, engaging in pronouncing simple words such as “car”, “blue”, she explained this was an opportunity for her to support the child’s communication and language building from the child’s curiosity.

The planning focuses first on getting to know the children and their interests, and then building these into activities and experiences that also link with what is going on in the world, such as festivals introducing themes such as Chinese New Year and celebrating a child's own culture by celebrating Diwaly. Heidi is confident to adapt and change the planning to support children’s emerging needs, for instance she follows tips and strategies of a speech therapist to implement the necessary targets through play.

All areas of the EYFS are present in the learning and environment, a mark making table is always resourced, books are within children’s reach and a quiet and cosy area is designed to support children’s self regulation, for instance when a child needed a little break from play Heidi had a rest alongside the child calmly singing to him. Opportunities for physical play are available both indoors and outside. The garden is well resourced and children are taken out daily to the local park which also enables them to explore and take risks in their play.

Activities and experiences planned are engaging, and have clear learning intentions, individually matched to the children’s current stage of development, Heidi enhances children's language skills by introducing new vocabulary and checking on the child's understanding, for example, during play Heidi asked the child “can you show me the big car?”. Heidi reads books to children everyday encouraging a toddler to comment on pictures, for example Heidi pointed and pronounced “yellow duck” patiently waiting for the child to touch the picture and then described it as “shiny”.

Personal Development and Independence– Good ▾

Children develop their independence and confidence well. They start managing their own selfcare such as washing their hands and feeding themselves. Heidi encourages young children’s personal decision-making by offering real choices of vegetables. Meals are not rushed and Heidi ensures she joins children for lunch, she explains it is to ensure meals are an enjoyable time for all and her intention is to promote an enjoyable and social time. Lovely positive conversations are seen during meals, as a child asks for more Heidi ensures it's readily available. However independence can be developed further by supporting toddlers to use the available size appropriate tables and chairs.

Children are able to take appropriate risks both indoors and outdoors when they go on outings and in the garden. Children climb, run and balance when they go to the park and are supported well in their physical development. They have access to various different activities such as playgroups, baby ballet, soft play and resources that support their fine motor skills development, such as playdough, crayons are available for children freely access.

Heidi provides activities and resources that reflect different cultures and diversity ensuring children's individual cultures are celebrated. She shares books in different languages with the children and learns words from the children's language at home. She celebrates various festivals with the children, for example she celebrated Chinese New Year through craft activities and asked parents to provide some Afrikaans words explaining it is also a manner to celebrate the child's first language.

Behaviour and Wellbeing – Good ▾

A warm and responsive nature and relationship with the children is evident, children feel safe and secure in their environment and have the confidence to explore. Heidi communicates with children effectively and at an age-appropriate level to give explanations to toddlers, for instance when Heidi noticed a was getting tired and a little upset she calmly explained that it was time for a little break and guided the child to the designed quiet area, she effectively helped the child to regulate by reading his favourite book, and playing a calming music, this shows Heidi knows the child well and which strategies helps the individual child.

Children are provided with home cooked meals and a variety of fresh vegetables and fruit at child's choice during meals. Heidi informs parents which meals children ate at the end of each day and creates a balanced and nutritious menu that is shared with parents in advance.

Personal care and hygiene routines are securely embedded in Heidi's practice, care routines and preparation of meals were observed. Heidi was observed taking care of the child's privacy by ensuring she changed a child's nappy in a more enclosed area, this shows Heidi's respects children's privacy and dignity making children feel valued as individuals. Children are checked regularly during sleep.

Professionalism, Attitudes and Engagement – Outstanding ▾

Heidi is an experienced mother and after a career change, a professional and dedicated childminder, passionate to provide the best experience for children under her care. While she endeavours to foster friendly relationships with families, her professional approach is evident through a clear understanding of all legal requirements and is able to demonstrate how these are implemented well. Heidi is ambitious in the quality of teaching she provides, she has a particular interest for child psychology ensuring children children's personal social and emotional development are supported, explaining these are important skills they need for life.

Heidi has formed excellent professional relationships with the families that she works with. Regular information is shared with parents during handovers and through the tiney app; she developed an online system to share electronic documents with parents and makes use of social media to divulge her business and celebrate all the amazing things she provides for children. Parent's views are sought through conversation, all children have been in the setting for a considerable period of time demonstrating the strong relationships that she has built, however this can be strengthened by developing a more structured approach, such as regular parent surveys to gain a wider view of the quality of the setting.

Heidi takes an active part of her local childminder community as well as tiney community, this is evident through regular contact with her community coach and taking the time to welcome new tiney childminders in. Heidi's passion for her career in childcare and commitment to continuous professional development is evident through attendance to webinars and events provided by tiney.

Heidi exceeded the required number CPD hours tiney requires, explaining, she is new to childcare and feels grateful for all support tiney provides. Heidi makes effective use of tiney's app by ensuring all children information is recorded, such as daily attendance, permissions and children's observations.

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

Any Required Actions from this visit?	Date of completion
Refresh prevent training	31/03/2023

Recommendations for how the provider can enhance their provision / areas for continued professional development
Develop and implement strategies that further support children's independence during meals.
Make use of the tiney Quality Framework to further develop reflection on practice.



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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