



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	Diana Ploscariu Creative Little Teddies tiney home nursery
Registration number	TY0421001
Address	HA1 1SY
Date of visit	27/04/2022
Name of Quality Inspector	Sarah Doyle
Date of registration	01/04/2021
Number of children on roll	2
Number of children in attendance during visit	1 minded child, 1 own child
Registered assistants on site	0
Evidence of any previous actions being met	N/A

Grading

Children are supported in their use and understanding of language. Diana provides a very good model of communication, with an effective balance of comments and questions well pitched for the age and stage of the children. Diana supports children developing their speaking by language 'mapping'- providing key words for what the child is focused on. Questions asked of the children are appropriate and support receptive language.

There is an activity planned, including edible paint for the young children who explore with all their senses, however children's engagement in this is limited.

The curriculum is planned according to children's interests. Diana explains that she observes what the children like to do, and plans activities based on this. However, assessment of children's current development is not currently used effectively to support children's next steps in learning. Children are well supported in their own play, however adult guided challenging and enjoyable experiences matched to individual learning and development needs are limited. Although parents are provided with information on their child's day, Diana does not regularly observe and assess children's learning and development, or share this with parents.

Diana is skilled in supporting and extending child led play, for example when a child is throwing they are supported in throwing balls into a box, and a running game is extended to include anticipation and instructions "ready, steady go...".

There is a good focus on exploring books, stories and songs together. The children access a broad range of reading material and regularly join the tiny book club interactive sessions. They demonstrate their prior learning by using actions in familiar songs which helps the development of physical coordination and an understanding of their bodies.

Whilst the environment is welcoming, with a good focus on communication and language, there are limited resources to support a holistic experience in all areas of learning. The outdoor environment offers a range of large and fine motor physical experience including push along and ride on toys and digging in the tuff tray.

There is a daily routine in place, however this was not consistent during the observation, and transitions between different activities are not particularly smooth running.

Settling in procedures are effective. The young children demonstrate they are settled by exploring from Diana's secure base and regularly checking in with her. Diana provides responsive and reassuring support to children which they respond well to. A child that has recently had an extended absence is being supported with 're-settling' to ensure they are socially and emotionally secure enough to engage in learning.

Diana explains how she supports the young children's independence such as holding a spoon to feed at mealtimes. However, routines are not always well planned, and children miss opportunities such as developing independence in hand washing before meal times. Generally, routines are not yet providing good opportunities for the development of self-care skills or social discussion as children are not always encouraged to sit together to eat.

The young children demonstrate their confidence to explore and take risks such as climbing and running, and are well supported by Diana to explore their capabilities, there is a good risk benefit approach to play.

Meals provided, including snacks, are balanced and nutritious, and the children are happy to try a range of fruits. Diana is well organised and prepares food prior to the children's sessions.

There is a suitable sleep area, and sleeping children are well supervised.

Behaviour and attitudes – Good

In her interactions with the young children, Diana is warm and reassuring. She has developed some good co-regulation strategies from her knowledge of what soothes the children. For example, children are encouraged to look at the wildlife in the garden when they are feeling dysregulated, and this works well.

Children readily seek comfort from Diana, and she is skilled in adapting her tone and body language to help children feel supported when they are stressed. The children in Diana's care are very young, however they are supported in following some instructions in playful interactions.

Leadership and management – Requires Improvement

Diana regularly updates her policies and keeps records of children's medication and accidents as required. There is an evacuation policy, however evacuation drills are not regularly practised which means that the effectiveness of this procedure cannot be evaluated.

Diana understands the need to record and share any safeguarding concerns. However, she is not clear who to share concerns with and is not confident in her responsibilities under the Prevent Duty. This is a key area for improvement and is set as an action. Diana is not clear on the statutory ratios; however, the ratios are currently met each day as there is a low number of children on roll.

Risk assessments are recorded and accessible, however Diana has not updated these to include some risks identified today – suitability of the blinds in the sleep room, the location of the coffee machine, the need for clear markers on one glass door (e.g. stickers) and the use of protective clothing when changing nappies. Diana had identified that children could access the cooking area of the kitchen and has put suitable measures in place.

Diana explains how she develops her practice by sharing ideas with another childminder. However, she has not identified her professional development needs and has not reviewed or accessed available training on the tiny app for some time.

There is evidence of good communication with parents, including discussions around supporting learning at home.

Social and emotional well being – Requires Improvement

Children's autonomy and choice is very much encouraged during the day. Through Diana's responsive interactions, children have clearly developed a sense of security.

Due to the inconsistency of routines and curriculum planning, some elements of the day are not planned effectively to support children's engagement and development, this is an area for improvement

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

Diana has cultivated supportive relationships with the children and families, and children evidently feel secure in her care. There are good opportunities for children to develop their communication, language and understanding. Children are confident to explore the environment and Diana skilfully supports children to test their ideas and to extend their explorations.

There are some weaknesses in the use of observation and assessment to plan a full curriculum and to develop routines that are well matched to children's learning needs.

Areas of strength

- Support for young children's communication, understanding and language development
- Children demonstrate some characteristics of effective learning such as exploration using all their senses, and curiosity
- Responsive co-regulation strategies which support the young children to feel secure
- Diana demonstrates the motivation and capacity to develop the quality of her setting

Areas for further professional development

- Use of observation and assessment to develop a responsive and broad curriculum and care routines
- Further development of the range of resources to support development across all areas of learning
- Develop a continuous professional development plan to target key areas for improvement, including quality of education and safeguarding

Safeguarding

Although Diana has a clear safeguarding policy, which includes Local Authority contacts and procedures, there are some gaps in her knowledge that need to be swiftly addressed:

- Responsibilities under the Prevent Duty
- Who to report safeguarding concerns to

Actions	Recommendations	Date of completion
Review knowledge and understanding of responsibilities under the Prevent Duty. Access Prevent training and consider how this will impact policy and practice.		12/05/2022
Review knowledge of who to report safeguarding concerns to, including allegations against a professional. Revisit tiny safeguarding training and safeguarding scenarios, and consider how this will impact policy and practice.		12/05/2022
Review risk assessments to address risks identified today, and continue to actively risk assess provision daily		12/05/2022 and ongoing
Register with ICO (Information Commissioners Office)		12/05/2022
Plan, carry out and record regular evacuation drills		12/05/2022 and ongoing
Revise statutory ratios to ensure clarity		12/05/2022
Develop use of regular observation and ongoing assessment of what children are developing and learning at the setting. This information helps to identify children's progress, learning needs and next steps, and should be		01/06/2022

shared with parents and used to shape activities and experiences		
Develop knowledge of the Progress Check at age 2 including the purpose of the assessment and how it can be carried out effectively. Revisit the guidance and training on the progress check on the tiny app		01/06/2022
Develop the curriculum to support children in all areas of learning. Non-statutory curriculum guidance can support this (e.g. Development Matters) This will involve: -Identifying what you want the children to learn and experience based on observation and assessment -Planning activities and experiences matched to learning needs, interests and development -Developing the environment to include resources and opportunities that will support learning across all areas of learning		06/07/2022
Further develop routines, specifically meal time, to ensure children are well supported in developing self-care and independence skills and there are opportunities for social talk		06/07/2022
	Identify professional development needs for this year and access appropriate training and development to continue developing knowledge and skills	01/06/2022



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