



# 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!

<b>Name</b>	Nikki Walsh - Noodles tiney home
<b>Registration number</b>	TY0620006
<b>Address</b>	Enter postcode
<b>Date of visit</b>	12/01/2023
<b>Name of Quality Inspector</b>	Sarah Read/Helena Spinelli
<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>	4
<b>Registered assistants on site</b>	(1 not present at visit)
<b>Evidence of any previous actions being met</b>	Yes
<b>Overall Grading</b>	Outstanding ▾

**Overall effectiveness and strengths of the setting** – What is it like for a child here?  
Including the views of the child / child's voice

Children are welcomed into a setting that is warm, responsive and fun. Nikki knows the children incredibly well and so their needs are consistently met. Nikki is a highly skilled, reflective practitioner who has high ambitions for all the children in her care. Children are provided with high quality learning experiences that are in tune with their interests and developmental needs.

Children really enjoy being in Nikki's setting - they have formed close bonds both with Nikki and with each other. They are confident within the setting and know where to go for reassurance and support when it's needed.

## Leadership and Management – Outstanding ▾

Nikki fully understands her role as designated safeguarding lead. She has recently updated her child protection training and has excellent knowledge of what to do if she has concerns about a child in her care. Nikki also ensures that her assistant has up to date safeguarding knowledge and is confident in knowing the procedures to follow.

The setting is fully compliant with the safeguarding and welfare requirements of the EYFS. A range of up to date policies are in place, these are thoroughly reviewed and adapted to meet the needs of the setting. Nikki shares these with parents when children start and also reminds parents regularly of policy content through her regular newsletters.

Nikki is a skilled and motivated leader within her setting and ensures that she keeps up to date with CPD. She also understands the importance of ensuring that her assistant is fully trained and knowledgeable. Nikki provides lots of opportunities for her assistant to develop her practice and she is currently working on her level 2 qualification.

Nikki is a highly reflective practitioner who continuously develops her own knowledge and skills and puts this into practice within her setting.

## Quality of Education – Outstanding ▾

Nikki provides an ambitious curriculum for the children in her care. She knows them extremely well and activities and experiences reflect children's developing interests. For example at the moment children are fascinated with penguins and sea creatures which has led to experiences and learning about the arctic. Nikki extends children's learning even further by sharing facts with children and parents such as penguins having spiky tongues - this enables children to be curious about the world around them.

Singing and rhymes are part of the routine of the day, children choose songs they want to sing and learn new songs. Children know the songs well and join in enthusiastically. Nikki uses different approaches to storytelling, such as 'Story Stones' where children are able to create their own stories through pictures on the stones. Nikki supports children with this and allows them to take the activity their own way when they want to. Children's developing vocabulary is well supported and extended by Nikki. Children are articulate and expressive and communicate well with each other, with Nikki and with visitors to the setting.

Children lead their own learning and Nikki facilitates this really well. Activities spiral from the children's curiosity and emerging interests. Nikki skillfully transitions resources at children's request or when she notices a curiosity or interest in something. For example when playing with the sea creatures and singing 'bubble, bubble, pop!' with the turtle, the children started talking about bubbles. Nikki brought out the bubble wand so that children could explore this further. Nikki ensures that learning is spontaneous and is provided throughout routines of the day as well as resources. For example when the buttons fell on the floor Nikki supported the children with counting them as they picked them up.

Opportunities for physical play are available both indoors and outside. The children enjoy the soft play opportunities and engage in imaginative role play activities making cars and trains from the soft play blocks. The garden is well resourced and children are taken out daily to the woods, the stream and the park which also enables them to explore and take risks in their play.

Children's learning within the setting is shared with parents through regular newsletters and fact sheets that Nikki creates.

## Personal Development and Independence – Outstanding ▾

Children's personal development and independence is supported very well in Nikki's setting. Children actively engage in the routines of the day, helping themselves from their own bowls at snack time, independently putting their leftovers in the bin and helping Nikki to sweep the floor after snack. Children are offered opportunities to prepare food for snacks/meals using wooden chopping tools. Children sit together at mealtimes and all are able to use knives and forks to feed themselves independently with dexterity. They use cups without lids at mealtimes successfully.

Children are competent and confident within the setting. Their voices are listened to and they are encouraged to make choices and express their views. Children self select resources freely and are independent in their learning. Nikki knows when to step in and when to let children take the lead. Nikki engages in dialogue with the children to help them learn to manage risk - children are actively involved in the 'risk assessment', for example the step down to the garden and at the stream at the park. They understand what they need to do to be safe as a result of this.

Children's individuality is celebrated in the setting. Nikki knows the children and their families incredibly well which enables them to thrive in an environment which is tailored for them. All children have special books and photo cubes with pictures of their family when they start in the setting. Children self select resources and books. Children feel comfortable in the setting. They know where things are in the setting and confidently find what they want to play with next.

## Behaviour and Wellbeing – Outstanding ▾

Nikki shows great sensitivity and insight into children's individual needs. She deeply understands the behaviours of the children in her care. She knows how and when to respond to these appropriately. For example, Nikki was aware that a child in the setting may find it difficult having unknown adults in the setting for the visit. Nikki ensured that the child was prepared for the visit by ensuring they knew what was happening and when. This meant that they felt reassured and confident in the environment throughout the visit, interacting at times and seeking the reassurance that they needed from Nikki.

Nikki works closely with parents to support children's wellbeing so that she ensures she understands how to meet their needs. Parents provide resources from home where appropriate which reassures children within the setting.

Children's behaviour is very well supported. Nikki co-regulates effectively with younger children, allowing them to learn skills in self regulation, which they are developing successfully. Emotions are explored with children through resources such as books, cards and emotion stones. This enables children to understand feelings and emotions in themselves and others. When children display different emotions and feelings, Nikki sensitively talks to them about it, reassuring them that it is ok to feel this way. For example, when a child is upset that

another child is not holding her hand, Nikki responds to explain the situation and offers her hand and cuddles instead which the child responds well to. Nikki is readily available for cuddles and reassurance as and when the children are feeling unsure.

The behaviour of children in the setting is very good. The children know each other well and enjoy playing and interacting together. Nikki supports their developing understanding of sharing in a sensitive way - for example by saying 'how many have you got there? Would you like to give one to someone else?'

## Professionalism, Attitudes and Engagement – Outstanding ▾

Nikki is part of her local childminder community in Croydon as well as being a Community Coach for tiny. Nikki encourages local childminders to share their ideas within the group and to attend local sessions and events which Nikki is actively part of. Nikki is also keen to share her own ideas and good practice with other childminders.

Nikki has formed excellent professional relationships with the families that she works with. Regular information is shared with parents including termly newsletters and fact sheets on topics that the children are interested and involved with in the setting. This enables parents to continue the learning at home. Recently there has been discussion with parents around potty training - making sure that there is consistency for the children between home and setting.

Parent's views are sought through questionnaires and conversation and Nikki encourages feedback from parents through her 'open door policy'. Children have all been in the setting for a considerable period of time demonstrating the strong relationships that she has built with children and parents alike.

Nikki also engages other agencies to help her support children where appropriate, such as the SENCO at the local authority

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Ensure First Aid certificate is displayed	Yes	
Ensure your behaviour policy reflects the up to date statutory framework with regards to self	Yes	

regulation		
------------	--	--

Any Required Actions from this visit?	Date of completion
None	

Recommendations for how the provider can enhance their provision / areas for continued professional development
Ensure water is accessible to all children
Look at ways to make sure children can have a little more privacy at potty time





## 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