



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	Shama Govani
Registration number	TY0122003
Address	WD18 6PA
Date of visit	26/01/2023
Name of Quality Consultant	Rosemarie Alphonse
Date of registration	06/01/2022
Number of children on roll	3
Number of children in attendance during visit	1
Registered assistants on site	N/A
Evidence of any previous actions being met	N/A
Overall Grading	Good ▾

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

The setting has achieved an overall grading of 'Good'. Shama has created a warm, caring homely environment where the children can receive sensitive care as well as benefit from a learn-through-play educationally resourced environment.

The children are valued and their individual needs are met as they are well cared for by Shama. Attachment and nurturing the children to learn naturally in their surroundings is achieved with good interactions and meaningful play opportunities.

The resources and activities provided within the setting are tailored to the children's interests and opportunities to build relationships both with Shama and each other are nurtured.

Leadership and Management – Good ▾

Shama's leadership and management of her setting is Good. Shama has a good understanding of her role in safeguarding, and all requirements set out in the Statutory framework for the early year's foundation stage (2021)

Shama understands the safeguarding and welfare requirements of the EYFS and answered all additional questions correctly relating to referral procedures to LADO and MASH in her role within child protection and safeguarding. Although Shama has a good understanding of Prevent Duty it would be beneficial for her to update in this area.

Shama understood and had in place the requirements for all areas of the home being risk assessed. It is required for Shama to create a record of her fire evacuation practice and implement a risk assessment for planned outings to add to her general risk assessment of the home.

All policies are up to date and shared with parents with evidence of them being reviewed and amended via the support of the tiny community app. Good communication is in place with parents liaising on policies. It is advised that Shama has ready medication forms in advance of the requirement to use one in her setting in the eventuality that a child requires medicine.

Shama is planning to increase her current knowledge in the early years via the tiny app learning resources provided. Shama has expressed her interest to engage further with continuous professional development.

Quality of Education – Good ▾

The setting environment is based on child-led learning. The resources and toys are provided to enhance the children's choices. For example, elements of mathematical concepts are weaved into the day, such as small, medium and big dolls teaching the children size, shape, and weight, with Shama modelling the language of size with "tiny" and other synonyms to further develop children's speech and language. On the day of the visit, Shama used keywords from a child's home language to support their understanding. Shama sang songs in both home languages and English linking meanings of words for the child by repetition of language and songs.

There is a range of toys that the children enjoy playing with. The children could benefit further from picture-labelled self-selection toys and resource boxes the children can self-select to add to their play.

The learning environment supports the children's culture and home language with both English-speaking and home-language keywords to further support the child and promote the diverse world around them.

Opportunities to visit the local shops and for the children to pick their fruit and vegetables for snack and mealtimes enable a greater understanding of their world, of real life experiences and further develop their speech and language.

Shama effectively observes the children's play and has created learning journeys mapping each child's play and developmental progress for her to share with the parents and further support her in selecting what is next for the child in their development and play.

Personal Development and Independence– Good ▾

Shama has a calm approach and supports the children to feel confident in their choices. Care routines are slow-paced to match the child's needs. Shama has formed a close attachment with a child who is settling and supports the child to feel safe to leave her to play for a short while and return for comfort when she needs Shama.

Independence and personal development are created in the setting through routine, and during times such as snack and meal times with children given options of what they would like to eat and what cutlery the child would like to have. Shama gave the child time and space to decide their options and calmly agreed to the child's choice.

Open dialogue is used by Shama to encourage the selection of choices in the child's day. 'What would you like for your snack today'? The language used enabled the child to pick what they preferred and encouraged them to think about what they needed during their meal time. The child was given the opportunity to be independent by cleaning the table after mealtime.

Shama's resources, attitudes and practices reflect a range of cultures, traditions and diverse ways of life from around the world. Singing and recorded music in other languages are incorporated into the routine of the day.

Behaviour and Wellbeing – Good ▾

Shama has created a calm environment with clear boundaries of positive behaviour modelled by Shama within the settling. Cosy areas with cushions and soft lighting enable the children to be able to express their feelings in comfort.

Shama believes that children should be able to explore their own feelings and emotions, without immediate adult intervention, helping to facilitate reflection, and only intervening when necessary, allowing children the opportunity to express how they feel. This was observed on the day of the visit as a child could express their need to be near Shama and it was evident that an attachment has been formed due to the nurturing approach Shama provides in the setting.

The wellbeing of the child is clearly paramount as Shama kept the routines slow and adapted to the children. Supporting words reinforced and supported children, with Shama always mindful of what impact and effect she can have on the children's wellbeing.

Professionalism, Attitudes and Engagement – Good ▾

Shama has a positive proactive attitude to improving her setting. Shama has an early years background and is keen to learn how to further improve the learning for the children. Shama has attended webinars and learned via the tiney app. It is recommended that Shama increases her knowledge further to maximise her current knowledge of the early years.

Shama is linked with the tiney community hub and looks to them for support and guidance. Links with the local Children's Centre enable the children to be able to experience a different settling as well as shama linking with other professionals.

Shama has constant WhatsApp communication with the parents and has a good relationship with them.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
None	N/A	N/A

Any Required Actions from this visit?	Date of completion
Have ready medicine forms for if they are required	28/02/2023
Create Risk Assessment for outings	28/02/2023
Create fire drill practice log to evidence the evacuations that have taken place	28/02/2023
Increase CPD to at least 16 hours, including refresher training on prevent duty.	28/02/2023

Recommendations for how the provider can enhance their provision / areas for continued professional development

Use the Quality Framework to support reflective practice.

Create self-service resource/ toy boxes for children to access



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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