



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!

Name	Askin Huseyin
Registration number	TY0521009
Address	E4 7PL
Date of visit	01/06/2022
Name of Quality Inspector	Oshra Murphy
Date of registration	14/09/2021
Number of children on roll	7
Number of children in attendance during visit	2
Registered assistants on site	1
Evidence of any previous actions being met	N/A

Grading

Quality of education – [Good]

Askin has recently moved her setting into a dedicated building in her garden, which allows more room for children to explore and learn. They have access to the garden. Children communicate in a variety of ways with both Askin and her assistant, according to their ages and stages of development. She has words displayed across the room to support children's recognition. Children self register themselves and they can recognise their name card both by the photo and by pointing at their names.

Children with EAL are supported well. Askin uses visuals and words in the child's home language to communicate and support the child's learning and development. Children feel confident and secure in choosing their activities and resources, sharing these with their adults. For example a child chooses a book and takes it to Askin to read. They are confident to approach visitors and share their games with them. For example, as Askin speaks Turkish she uses this to support children's communication in their home language. She uses both languages to explain the meaning of her request to the child. Children are treated with respect. Their ideas, needs and wants are listened to and taken into account. Children's achievements are celebrated. They are praised and cheered.

Children's physical skills are developing well. They use various tools to manipulate the playdough and have various resources to develop their balance, and experiment with whole body movements in the outdoors, supporting their gross motor skills.

Transition through the routine are mostly good. However at times children are busy in their activities and do not want to stop. The children would benefit from more preparation, and talking and explaining, to minimise any conflict.

Both Askin and her assistant understand the impact that Covid-19 has had on children's communication and social skills. They work well together to support children to further develop these skills.

Personal development – [Good]

Children are involved in celebrating different cultures and celebrations. Parents happily get involved in supplying different food for activities and celebrations, enjoying getting involved and sharing food and customs. Askin provides a variety of activities for children to experience to support their learning about different cultures. Children learn about the world around them in a variety of ways. For example, they look at the life cycle of the caterpillar through watching them growing and developing to butterflies. This is supported by looking at books and having conversations. Children learn about their local community naturally in day to day interactions - for example Askin points out the postman whilst on a walk, engaging in conversation with the children and explaining what his job is.

Behaviour and attitudes – [Good]

Children behave well. They use verbal and non verbal communication methods to show adults what they want and need. Askin and her assistant respond to the children well in an attentive and caring way. This further supports children's self confidence and in return supports their behaviour.

Askin shares experiences with parents and involves them in their children's learning and development through WhatsApp, the tinea App and daily face to face feedback. Askin and her assistant speak to children calmly and quietly explaining to them what they are doing and what is going to happen next. Although this could be further strengthened, as there are missed opportunities, especially when the younger children are engrossed in an activity which they are reluctant to leave. For example, children do not want to wash their hands in preparation for lunch because they are engrossed in playing with the train; this could be supported by more preparation and discussions around the reasons why.

Children have a good attitude for learning. They are happy and excited when involved in singing and rhyming activities at the library. They carry on singing on the way back to Askin's home.

Children learn and develop good hygiene practices. They wash their hands before meals and snacks. Children enjoy sitting together around the table. They benefit from a healthy diet and are encouraged to drink water. Water is available to children at all times. Both Askin and the assistant look at further training. Askin continually looks at what training is available to ensure her assistant is receiving appropriate and relevant training to improve practice.

Leadership and management – [Good]

Askin ensures her assistant is attending and completing the relevant training, especially with regard to safeguarding. However this needs further strengthening. She supports her assistant's wellbeing and they discuss this regularly.

Askin and her assistant work closely together and responsibilities are shared. The recent move to a new learning space allows Askin to provide children with more space in a dedicated area where they have more opportunities to explore and develop. This is still a work in progress. The environment is safe, however Askin will need to put locks on some of the kitchen cupboards and a lock on the door leading to the storage room.

Parents are kept informed of their children's learning and development and any extra activities through the tiny App, emails and WhatsApp messages.

Askin is very passionate about the care she gives to the children in her setting. She knows what she needs to improve on and works hard to achieve this. All policies are reviewed and are up to date.

Social and emotional well being – [Good]

Children's wellbeing is looked after and they feel safe and secure. They are confident in approaching adults, including visitors, showing them activities that they have been engaged in and voicing their needs and wants.

Relationships between the children and the adults in the setting are extremely strong. Children approach both for cuddles and comfort. Both Askin and her assistant know their children well. They know their individual needs, likes and dislikes and work together to support children's well being. There is a good routine in place and children are well settled. However at times children who are engrossed in their play, and therefore reluctant to move to another activity, such as lunch time - this can cause some conflict, as mentioned previously within this report.

Children are developing and learning well in a secure and safe environment . They have many opportunities to engage in a variety of activities. Children show a high level of motivation in their attitude to learning.

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

Children are happy to attend Askin's setting. They develop good relationships with both Askin and her assistant, who are caring and attentive to their individual needs. Children behave well. All children including the younger ones know the rules and expectations of the setting. They are confident communicators and voice their wants and needs in a variety of ways according to their ages and stages of development. Children develop well. They learn about the world around them in a way that intrigues them and interests them. Such as when growing caterpillars.

Areas of strength

- Children learning and development is well supported
- Partnership with parents is good, parents get involved in celebrations of different holidays.
- Askin knows her children well. She plans activities according to their interests and likes.
- Children benefit from a healthy diet and learn how to manage their self care, such as trying to put their shoes and coats on.

Areas for further professional development

- Create a visual time table to support children's behaviour whilst preparing for transitions, and for moving between activities.

Safeguarding

- Both Askin and her assistant have good knowledge and understanding of safeguarding and its wider aspects, such as radicalisation and female genital mutilation.
- They know and understand their responsibility of keeping children safe from harm.
- Both Askin and her assistant know what to do and who to report to if they have a concern about a child or an adult.

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

Actions	Recommendations	Date of completion
	Support children's behaviour by understanding of the routine, what is happening now and what is next, especially the younger children.	ongoing
	Ensure the assistant has a strong knowledge and understanding of some of the wider aspects of Safeguarding such as, E-safety, county lines.	07/07/2022
	Ensure all doors are fitted with the appropriate child locks both in the kitchen and the door to the extra room.	21/06/2022



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