



# 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!

<b>Name</b>	Sarah- Jane Alburo
<b>Registration number</b>	TY0821002
<b>Address</b>	RM6 5RT
<b>Date of visit</b>	10/10/2022
<b>Name of Quality Inspector</b>	Rosemarie Alphonse
<b>Date of registration</b>	12/08/2022
<b>Number of children on roll</b>	3
<b>Number of children in attendance during visit</b>	2
<b>Registered assistants on site</b>	1
<b>Evidence of any previous actions being met</b>	N/A
<b>Overall Grading</b>	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

Sarah-Jane's Tiny home has achieved an overall grading of 'Good' The setting is inviting, bright and gives the children opportunities to learn through real-life experiences as well as through their play.

Sarah-Jane values the children in her care, and all are well looked after. The environment is resourced well with activities, and resources to stimulate the children's interests.

Opportunities to free flow inside and outside, enable the children to enjoy their environment, and to explore and be creative.

The children play confidently with each other, as well as enjoying time for independent play. It is evident that there is an ethos of kindness, and of caring for each other. The setting is a welcoming and vibrant place for the children to feel happy and well-settled.

## Leadership and Management – Good

Sarah-Jane is confident in her responsibilities to safeguard the children and she follows all procedures in relation to keeping the children safe. A visitors log is in place, and all accident and incident forms are complete. Sarah-Jane understands her responsibilities and lines of reporting, in relation to safeguarding.

Policies and procedures have been amended to fit the needs of the setting, and all are up to date and reviewed. Policies are shared with parents via the app and made available to view in a folder before a child starts at the setting.

Sarah-Jane is Level 2 trained in Early Years, and has completed 21 hours of continuous professional development this year, demonstrating her commitment to increasing her knowledge and skills in working with children. Sarah-Jane's assistant has also completed the assistant tinea training, and holds certificates in first aid and safeguarding. Sarah-Jane regularly advises her assistant on best practices to support them.

Sarah-Jane has carried out risk assessments for her setting to ensure all areas meet requirements in making her setting safe. Dates of review need to be included within these risk assessments.

Sarah-Jane has a good professional partnership with the parents and communicates with them verbally and via the app to keep them informed about their child or the setting. She uses the tinea app regularly in her setting and liaises with tinea for advice, currently considering how she can enhance the services she provides.

## Quality of Education – Good

Sarah-Jane's approach in her setting is providing educational experiences and activities through play. Sarah-Jane uses open dialogue with the children, to maximise their opportunity to learn something new, as well as to reinforce what they have already learnt. Her aim is to give children the opportunity to solidify their learning and take the required next steps in their learning journey. For example, the assistant was observed setting up and delivering an activity with Sarah-Jane, for the children to find the hidden letters in the garden; this activity sparked discussions about sounds, shape and colours, as Sarah-Jane asked the children to describe the letters they found. This activity was adapted to the age, stage and ability of the children, and covered multi-layered teaching across different areas of the EYFS.

The children enjoyed circle time singing, playing instruments and discussing the weather outside. When talking about the time, discussions led onto 'today' and 'tomorrow', helping to introduce and embed these concepts, with discussions flowing easily and supporting the children's interests.

Sarah-Jane consistently followed the children's lead and their interests in their play. The well resourced playroom further enhances the children's learning. The resources are placed in self serve boxes for the children to self-select. This could be further enhanced with pictures and labels attached to the front of the boxes for the children to view.

Sarah- Jane has a process in place, whereby she rotates the toys and resources from a larger resourced area to keep the interests of the children ongoing.

The outdoor play area has both decking and grassed areas with plenty of exploration space for the children to run, climb and slide, supporting children's physical development. There is a growing and planting area in a child accessible container. Opportunities for play in the mud kitchen, enable the children to enjoy 'transporting' the mud across from one area to the next.

The children's learning styles are considered as Sarah-Jane is aware of the developmental differences of each child; challenging and sparking interests to support the children individually.

### **Personal Development and Independence – Good**

Sarah- Jane ensures each child's personal needs are met. Handwashing and care routines are personal to each child. The effective care practices promote the children's confidence and individuality. Sarah-Jane knows the children well and understands their individual needs and requirements.

The routine and experiences in the setting enable children to have choice in what they do. The children choose instruments to play during song time and their preferences are acknowledged. The children make their own choices at snack time to select, wash and cut their own fruit. Dialogue flows between the children and Sarah-Jane to discuss colour, taste and texture of their food at meal times.

Opportunities for independence is nurtured throughout the day as Sarah-Jane asks the children for their views, and supports them to choose their dinner plate and cup, to find their shoes and put them on, and to clean the rain from their toys and off the slide

Sarah-Jane can extend these experiences further and support the children to develop in making decisions, and choices to increase independence by involving the children in community tasks, such as helping to set and clear the tables, and helping to make their own beds, ready for rest time.

## Behaviour and Wellbeing – Good

The children understand boundaries and Sarah- Jane is aware of the age and stages of the children, adapting her behavioural approach accordingly; this enables her to support the children effectively and to give appropriate care.

Sarah-Jane has effective and consistent approaches to supporting the children with co-regulation strategies. Through dialogue and distraction the very young children are supported to work through wanting the same toy. Sarah-Jane offers solutions to children during disagreements, encouraging them to take turns, and considering what they need at that time.

The children are learning to navigate their environment and play with each other. Circle time was used as an opportunity to discuss and name their own feelings. Sarah-Jane helps the children understand when they feel upset or sad, and to reflect. Opportunities for these visual prompts to be embedded into every day practice, will support children even further to understand and support the children in naming and owning their feelings.

## Professionalism, Attitudes and Engagement– Good

Sarah-Jane is a committed childminder who has a positive attitude to improving her setting. Sarah-Jane engages with tiney and seeks best practices. The setting reflects Sarah-Jane's aspirations for her children and she wants them to develop and enjoy being in her setting.

A good professional relationship with parents is established. Each child receives termly reviews reports. Observations and photos of the children's experiences and activities are added to the app for parents to view. Sarah-Jane also completes a 'my book' that has creative pictures and creations, which shows what the children have done during the day. This is shared with parents who in turn can share it with the child's next setting or school.

Sarah-Jane engages with advice from tiney in improving her skills and knowledge which in turn will benefit her future plans. This can be enhanced with Sarah's assistant also engaging further with the tiney webinars provided.

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

Any Required Actions from this visit?	Date of completion
Gain permission from the parents to take the children on outings, via the tiney app	31/10/2022
Ensure all risk assessments demonstrates that they have been reviewed regularly, with dates added	30/12/2022

Recommendations for how the provider can enhance their provision / areas for continued professional development
Create pictures and names for the children's self service resource boxes
Create 'feelings' pictures at child's level for self regulation that can be placed at child's level
Encourage and support the assistant to view tiney training webinars to further enhance their knowledge





## 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**