



# Quality Assurance Report **2021**

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. 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!



<b>Name</b>	Osai Jalloh
<b>Registration number</b>	TY200003
<b>Address</b>	SE17 1AJ
<b>Date of visit</b>	21/10/2021
<b>Name of Quality Inspector</b>	Sarah Read
<b>Date of registration</b>	11/02/2020
<b>Number of children on roll</b>	2
<b>Number of children in attendance during visit</b>	1
<b>Registered assistants on site</b>	0
<b>Evidence of any previous actions being met</b>	Yes

## Grading

### Quality of education – Good

Osai has a good relationship with the child in her care and knows him well. She provides activities and experiences that engage the children and she supports their learning effectively, describing the colour of the cups and plates at the 'tea party'. When the child communicates, Osai repeats back what he is saying with the correct sentence structure rather than correcting. This enables him to feel confident to communicate and try out new words and sentences.

Osai knows the child's likes and dislikes, for example Osai makes sure they go to the park every day because he really enjoys it. She talks about his love for scooters and how she worked in partnership with parents to support this learning of his physical development at home.

Osai plans regular experiences and activities for the children that are relevant to children's interests and development needs. Children get involved with planning.

There are lots of opportunities for children to develop a love of books, including regular trips to the library and a range of books in the home including books depicting diversity.

Transitions through daily routines are smooth and supportive, children clearly understand the routine of the setting and are not kept waiting during times of transition, such as meal times.

### Personal development – Good

Support of children's personal development is effective, children understand the routines of the setting for example, before lunch time the child tells Osai that he needs to wash his hands when Osai asks him 'what do we need to do?'.  
Healthy food is provided and the child sits at the table to eat. Independence is encouraged both at mealtimes and throughout the course of the day, for example children practice cutting fruit with a plastic knife. Osai has worked closely with the child and parents on developing independence skills. When he first joined the setting he stayed on Osai's back for comfort, Osai supported him effectively and sensitively to enable him to feel confident and comfortable in his own time.

Osai also has effective strategies to support children when there are transitions in their lives. Children have plenty of opportunities for fresh air and exercise through daily walks and trips to the park.

Opportunities to celebrate diversity are embedded in the setting. Parents are invited to bring in traditional food and costume. Osai celebrates different festivals from different cultures. For Black History month Osai has been reading 'Adama loves Akara' a book from Osai's own culture which the children clearly love. - Osai provides extension activities, for example making Akara (dessert) with the children.

### Behaviour and attitudes – Good

Osai provides a warm, responsive relationship where children feel respected, comforted and supported in times of stress and confident that they are cared for at all times. She supports the child when he gets upset, she helps him to problem solve - asking him 'what can we do?' 'Would you like me to help you?' She gives suggestions which help him to learn skills in self-regulation.

Children behave well in the setting because they are stimulated and engaged in the activities provided.

Relationships among children, parents and Osai reflect a positive and respectful culture. Children feel safe and secure. For example Osai worked with the child with him to call her 'Auntie' as he was previously calling her 'mummy'. She worked with parents wishes. Osai communicates regularly with parents.

### **Leadership and management – Good**

Osai attends regular training - she is currently attending 'business boot camps' - this demonstrates her commitment to improve as a business owner. She also completes the in-app training modules and talks with other childminders about ways to develop practice. For example she recently refreshed her knowledge of prevent duty as she realised from talking to people that she needed to update. Osai also comments about how much she has learned through the care of the children. She is reflective, she takes feedback on board and uses it to improve practice. All actions from her previous compliance visit are met. Two year old checks are completed for children in her care.

### **Social and emotional well being – Good**

Children's social and emotional well-being is fully supported. Osai encourages trusting and secure attachments between herself, the children and parents. Clear routines are in place enabling children to feel safe and secure. Children are encouraged to make choices in their play and are involved in planning for the setting.

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

Children are welcomed into a warm environment. They are happy and confident. Children have good opportunities to learn, grow and develop through a variety of resources and experiences both in the home environment and elsewhere in the community. Outdoor learning is a big part of the setting, even though there is no outdoor space on site, children are offered daily opportunities to be outside on walks and in the parks. Children are happy and settled in the setting due to the strong relationship that they have with their childminder.

### **Areas of strength**

- Warm relationships with children enabling them to feel confident and secure
- Osai continues to develop her practice - she takes feedback on board and is keen to learn new things
- Osai knows the children well and is able to support them effectively to learn and develop

### Areas for further professional development

- think about developing a more structured observation and planning process
- Continue to keep 'on top of' paperwork - e.g. ensuring policies and risk assessment are updated regularly and 2 year old checks are carried out in a timely manner
- Use the app more regularly for making observations on children's progress
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### Safeguarding

- Osai has ensured that she is fully compliant following her compliance visit in April where she had several actions. All actions were completed within timescales and Osai is now compliant.
- Osai understands how to keep children safe and her responsibilities in regards to child protection
- Osai has policies in place which have been updated.

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Display first aid certificate  Visitors log  Update safeguarding policy  Attend safeguarding webinar to update and refresh knowledge  Update medication and sickness policy  Accident/incident/medication forms to be printed and ready for use	All actions were completed in the timeframe specified (27/4/21)	

<p>Update missing information on child's passport on the app</p> <p>Update accident and incident policy</p> <p>Update behaviour management policy</p> <p>Update risk assessment to ensure it covers all areas of the setting. Complete a risk assessment for local outings as discussed</p> <p>Update complaints policy Complete regular summative assessments of children's progress using the app</p> <p>Ensure 2 year progress is completed on current child</p>		
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Actions	Recommendations	Date of completion
Use the app regularly for making observations on children's learning and development		ongoing





## 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