



Quality Assurance Report **2022**

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	Rouzina Begum Rouzina's tiney home nursery
Registration number	TY100006
Address	EN3 5UX
Date of visit	12/12/2022
Name of Quality Inspector	Sarah Doyle
Date of registration	17/1/2020
Number of children on roll	5
Number of children in attendance during visit	1
Registered assistants on site	1 volunteer
Evidence of any previous actions being met	Yes. One action is outstanding (see actions)
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

Children receive a good quality of education at Rouzina's tiny home nursery. Learning experiences are interesting and engaging and are matched to children's interests and needs. This ensures all children are well supported in their individual achievements and make good progress across all areas of learning.

Children demonstrate key characteristics of effective learning such as high levels of motivation and engagement, and the creation of their own ideas, as Rouzina skilfully supports their play and explorations. Parents share how their children have developed in confidence.

Leadership and management – Good

Rouzina has a good understanding of her safeguarding responsibilities, including the action to take in the event of a concern about a child, and an allegation against an adult. Details of the appropriate safeguarding contacts within the local authority are displayed in the setting for quick reference, and these should also be added to the safeguarding policy. Rouzina works with a volunteer, who is training to become a registered assistant. During discussion, both Rouzina and the volunteer demonstrate a commitment to ensuring the safety and wellbeing of the children. Documentation such as accident and incident records contain the required detail. There is a safeguarding policy and procedure in place, however, this requires more detail to address aspects such as the Prevent Duty, FGM and the use of mobile phones and cameras in the setting. It is also advised that Rouzina and the volunteer refresh their knowledge of the Prevent duty, by revisiting training and guidance.

Required policies and procedures are in place, regularly reviewed and shared with parents. Rouzina will ensure that these are saved to the tiny app. Daily risk assessments are evident in practice, however the whole setting risk assessment requires updating, and this should include the regular outings that the children take; identifying potential risks and actions taken to manage these risks. At the last Quality Assurance visit, Rouzina was advised to record regular evacuation practices, and this action has been met. It is advised that Rouzina reflects on the effectiveness of the evacuation process by identifying and recording any barriers and issues, and actions to address these.

Rouzina ensures that the volunteer is knowledgeable of the procedures of the setting. During the visit, Rouzina provides coaching support such as offering suggestions and ideas to support the volunteer in the development of their skills, and she regularly checks in on their welfare, for example ensuring regular breaks. Rouzina and the volunteer access mandatory training such as paediatric first aid and safeguarding. Rouzina demonstrates a commitment to further professional development, well matched to the needs of the children, for example accessing training in supporting communication and language.

Early identification and intervention is evident within the setting, and Rouzina actively engages with tiny SEND support for advice.

Quality of education – Good

Rouzina uses her observations and assessments, including the progress check at age 2, to inform a detailed knowledge of each child's interests and learning needs, and to develop a responsive curriculum. Rouzina understands how to sequence the curriculum, for example strengthening fine motor skills in readiness for writing. Activities and experiences planned are engaging, and have clear learning intentions, individually matched to the children's current stage of development. All children are enabled to achieve during play and activity, for example, planned outcomes are adapted and differentiated, as is teaching.

During adult led activity, Rouzina and the volunteer ensure a breadth of learning opportunities are promoted; for example, at a creative activity the child is supported in their fine motor skills, early maths such as colour mixing, comparing sizes and problem solving. As Rouzina has a secure knowledge of each child's learning profile, she is able to extend activities to provide appropriate challenge. For example, during an activity of making a snowman, she supports the child to use books to gain information on how snow is formed. Rouzina makes good use of open questions, such as 'how can we solve this?', and 'what will happen if...', to support the children to lead their learning and to formulate their own ideas. To support her understanding of the children's progress and learning needs, Rouzina refers to guidance such as Development Matters, and it is evident how her knowledge of the children's current developmental next steps informs the resources available and the activities planned.

Children make good progress in their learning, and particularly in communication and language. Rouzina is skilled in providing a good balance of comments and questions, and she ensures children have the processing time they need to support their receptive language. Story telling is incorporated into activities which provides multiple opportunities for children to hear key words and repeated refrains. Children listen carefully to the model of language and use well developed vocabulary during their play. Parents comment how well their children have developed from their starting points. Rouzina responds to and understands the communication of children, both verbal and non verbal, and adapts her support accordingly.

Rouzina ensures a focus on following the child's lead and scaffolding learning during play. For example, children are currently interested in transporting and sorting resources and this is extended to a role play activity with shopping baskets. Children demonstrate key elements of effective learning, such as perseverance, high levels of engagement and creative thinking, which is a direct result of the good quality of teaching.

Personal development and Independence – Good

Rouzina carefully observes what children can do when they join the setting, and ensures that the right support is offered to promote independence, for example some children are encouraged to put on their own shoes. Routine times are well utilised to promote children's personal development and independence, such as pouring their own drinks at meal times, and preparing snacks. Children are familiar with the timetable of the setting and engage well, the use of song to denote routines helps children to understand and anticipate what is happening next.

There is a strong focus on encouraging children to 'keep trying' and to find alternative solutions. With Rouzina's support, children are observed to positively persist with challenges and to be proud in their achievements, for example managing to open the lid of a container, and finding a novel way to tidy up the spilt glitter. This supports children's self-esteem and dispositions for learning.

Children are provided with balanced and nutritious meals, and Rouzina is knowledgeable on specific dietary needs and preferences. Oral health is well promoted in the setting, children enjoy brushing the teeth of the 'funny faces' they make, whilst following the visual instructions for effective tooth brushing.

Rouzina ensures that she supports the children to understand and celebrate differences, a range of cultural celebrations are explored in the setting and the use of books supports this.

Behaviour and Wellbeing – Good

Rouzina consistently uses positive strategies to understand and support children's behaviour. For example, she carefully explains to the children what certain actions may result in, such as 'if you pour the glitter on the floor, we will have no more left for our picture'. This supports the children to make informed and positive choices.

Rouzina uses 'feelings' visuals to help children to identify their emotions and children use language such as 'happy' and 'cross'. Reading material within the setting helps children to explore emotions. Rouzina understands the importance of co-regulation, and talks about her own feelings with children, explaining that it is okay to feel this way, and that she can help them to process these feelings. The behaviour policy should be reviewed to ensure this is in line with the practice observed today, and tiny standards.

Rouzina works closely with parents to ensure consistent behaviour strategies are in place. Parents have shared that their children have made good progress in their social and emotional development.

Professionalism, Attitudes and Engagement– Good

Rouzina ensures she develops professional and supportive relationships with parents, and verbal feedback demonstrates they appreciate the support received. Rouzina regularly offers ideas for activities and learning at home, for example fine motor play to support pre-writing skills. Rouzina regularly seeks verbal feedback from parents, however, as advised in the previous Quality Assurance visit this can be strengthened by developing a more structured approach, such as parent surveys, to gain a wider view of the quality of the setting.

Rouzina ensures that she engages in regular professional development, including attending tiny INSET days. Rouzina is an active member of her tiny community group, and explains how she benefits from the sharing of ideas to continually develop the quality of her setting. Attendance at community events such as the 'Big Toddler' enables Rouzina to form supportive connections with childminding colleagues.

Rouzina makes good use of the tiny app to record observations of children's learning, record children's attendance and to access training. However, engagement with the app must be developed to share daily feedback and policies and procedures with parents, and to store assessment paperwork such as progress checks. Use of the app will ensure adherence to GDPR requirements

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
To put up a notice board	Yes	Due to the layout of the entrance, it is difficult to install a notice board. However, all required information, with the exception of the registration certificate, is displayed
Practice fire drills with all children and record these	Yes	Advised to identify and record any barriers or issues with the evacuation process and any actions taken
To be more consistent on observations on the App	Yes	
Introduce surveys to gain further feedback from parents	No	

Any Required Actions from this visit?	Date of completion
<p>Repeat action:</p> <p>Introduce surveys to gain further feedback from parents. Surveys can help parents to feel more able to express their views, with time for them to consider their thoughts and opinions. This can provide evidence for how the setting has responded to feedback to strengthen the quality of provision.</p>	26/01/2023 and ongoing
<p>Further develop Safeguarding policy to include:</p> <ul style="list-style-type: none"> -Local Authority contacts -Prevent Duty and responsibilities -FGM -The use of mobile phones and cameras 	10/01/2023
<p>Rouzina and volunteer to refresh knowledge of Prevent duty- revisit training and guidance</p>	10/01/2023
<p>Ensure the following is stored and shared on the tiney app, to adhere to GDPR requirements and the tiney quality framework:</p> <ul style="list-style-type: none"> -Policies and procedures -Assessments, such as the progress check at age 2 -Daily feedback, using the messaging function <p>To encourage parent engagement with the messaging function of the app to share daily feedback, rather than other messaging methods, this can be discussed and agreed as part of the induction process</p>	10/01/2023
<p>Update whole setting risk assessment, and include regular outings</p>	26/01/2023
<p>Update behaviour policy, in line with tiney standards</p>	26/01/2023
<p>Display registration certificate in the entrance of the setting</p>	10/01/2023
<p>Further develop evacuation processes by identifying and recording any barriers and issues, and actions taken</p>	26/01/2023 and ongoing

Develop a complaints record, in anticipation of any complaints	26/01/2023
Develop further the use of visuals in the setting to support all children's learning and understanding. For example, a visual routine, and the use of objects of reference as discussed in the visit	26/01/2023

Recommendations for how the provider can enhance their provision / areas for continued professional development	Date of completion
Make use of the 'starting points' record to summarise the on entry observation notes currently made	20/02/2023
Further strengthen the progress check at age 2, by ensuring this is co-produced with parents, including their observations. Meet with parents to discuss and complete the assessment, and to collectively agree on next steps to support the child's development and learning. The engagement required of parents in the progress check at age 2 can be discussed and agreed as part of the induction process	20/02/2023



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