



# 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>	Johanne (Jo) Hardwick
<b>Registration number</b>	TY1121003
<b>Address</b>	KT15 3BD
<b>Date of visit</b>	27/07/2022
<b>Name of Quality Inspector</b>	Ruth Antoniadis (Lead) and Sarah Read (Shadowing)
<b>Date of registration</b>	29/10/2021
<b>Number of children on roll</b>	10
<b>Number of children in attendance during visit</b>	3 (including 2 of the childminders own children)
<b>Registered assistants on site</b>	N/A
<b>Evidence of any previous actions being met</b>	N/A

## Quality of education – Outstanding

During this quality assurance visit Johanne (Jo) carried a variety of child led and adult initiated activities. It was evident that the childminder used a variety of input from observations, planned next steps, interests, understanding of CofEL, schemas, parents, children's views and suggestions. For example trucks, dolls and unicorns incorporated into daily activities and planned activities implemented to support and encourage sharing based on feedback from parents.

The current theme is "picnics and healthy eating", which has continued for two weeks as the children enjoyed the theme and asked for it to be extended. Some activities observed during the visit included; making frozen fruit yoghurt bites, singing nursery rhymes, painting vegetables, picking tomatoes and story time. Throughout the visit the childminder linked core areas of learning into all activities, such as introducing mathematical concepts during cooking, reading and singing activities. Together with introducing new vocabulary. All seven areas of learning and development are implemented appropriately, with an understanding that the three prime areas are essential for children's development.

The childminder understands the importance of adapting the setting to support children's individual needs and the value of working in partnership with parents and other professionals. It is evident the daily routine consists of a well planned curriculum for all children, and involves a blend of differentiated child led and adult initiated activities, in both the indoor and outdoor environments. This includes visiting the park or library, followed by an adult initiated activity and after school another activity so school children can participate.

The indoor and large outdoor space is well equipped with a variety of high quality materials and resources down at the children's level, and within reach to encourage free choice and support exploration and discovery. This included an outdoor house, swings, slide, climbing frame, trampoline, outdoor kitchen with real vegetables, painting area, construction area, reading area and quiet seating areas. Transitions during play are managed well and the environment supports safe space for child centred learning, which was witnessed during the visit when children freely moved between the two spaces.

## Personal development – [ Outstanding ]

The setting is diverse and gives a rich set of experiences that promote an understanding of respect for people, families and communities beyond their own. The resources, attitudes and practices reflect different cultures, traditions and diverse ways of life around the world. It is evident that Jo values and promotes equality and diversity and prepares the children for life in modern Britain. This is reflected in the resources and working in partnership with parents and the local community to encourage children to celebrate and share their heritage, cultures, beliefs and traditions. The childminder also regularly participates in local events and festivals, for example trips to the Light Box in Woking.

Parents are given the option to bring in food for their children, and some do. Every morning the children choose what they want for lunch and are given a variety of options. The childminder provides a healthy diet which was evident from the lunch on the day and through discussion.

The setting is conveniently set out and encourages opportunities for rest (indoor and outdoor) and exercise. Throughout the visit Jo encourages the children to be independent in managing their personal needs by reminding them to wash their hands and take an active role in their self-care routines.

## Behaviour and attitudes – [ Outstanding ]

It is evident that the children felt safe and secure in the setting, as they floated between the indoor and outdoor resources demonstrating exemplary behaviour and friendships. Their behaviour was supported using a calm and caring approach and the childminder always ensured she got down to the children's level when talking to them.

There was a steady pace throughout the visit and Jo consistently prepared children for transitions, by talking to them about what is coming next "I am going to put the start cooking the pasta" "2 minutes until lunch time" "5 minutes before sleep time"

The childminder was able to clearly explain the importance of co-regulation and how this informs children's own self regulation strategies. She also reflected on how she works in partnership with parents to implement strategies at home and in the setting.

Jo explained how she works with parents to deal with conflict resolution and uses this as part of their behaviour support strategies. She understands the importance of this and regularly reflects and adapts strategies to support the children.



Jo has an extensive log of the highly effective continuous professional development programmes provided by tiney. Her pedagogical content reflects good subject knowledge and she is able to present learning, clearly and consistently promoting engagement over time. The robust curriculum incorporates weekly and daily reflections on experiences and documented statements about how to improve professional practice.

Jo demonstrates passion, commitment and professionalism in her day to day interactions in and out of the provision, which has a positive impact on children's learning and development. Children's folders contained two year progress checks, detailed termly reviews, reviews from other settings covering all areas of learning and next steps, as well as comments from parents.

Jo works in partnership with parents to support all children's learning and development, with action plans in place when required. She is aware of statutory responsibilities and has regards to the Equalities Act 2010 and Prevent Duty and the safeguarding and welfare requirements of the EYFS.

All policies and procedures are in place. They are clear, up to date, robust and embedded throughout the setting.



## Social and emotional well being – [ Outstanding ]

Jo provides a secure and welcoming environment that helps children to form attachments and make friendships. An example of this is encouraged by children learning simple Greek words to support interaction.

The childminder described how different relationships were formed and nurtured between the children in the setting. Throughout the visit it was evident that the children had formed exceptionally strong attachments to Jo, this was witnessed during the learning walks and through discussions.

Jo inspires parents to support children's learning through an exemplary range of information, for example children's dairies created by Jo to evidence sleep time, meals and all of the learning that takes place to share with parents. She also uses the app which strengthens partnerships with parents, and allows the childminder to share learning ideas with parents. An example of this is when Jo suggested relevant books and strategies to support transitions relating to school readiness and challenging behaviour.

The childminder creates an environment that supports a sense of belonging by displaying children's artwork around the setting and allowing children to make choices, plan and become autonomous learners. This is demonstrated daily by giving children options of what they would like for lunch, as well as opportunity to play freely.

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

Children's learning is encouraged and supported within this nurturing and welcoming setting.

Daily routines consist of a well planned curriculum for all children, and involves a blend of child led and adult initiated activities, in both the indoor and outdoor environments.

Jo's continuous professional development and regular reflection on practice, further enhances the quality of learning and development within the setting allowing children to make good progress.

'Quality of Education' 'Personal Development', 'Behaviours and Attitudes' and 'Social and Emotional Wellbeing' and 'Leadership and Management' are all strong, and have been graded as 'outstanding'.

### Areas of strength

- Partnerships with parents and other professionals, is exemplary, extremely beneficial to children's learning and development
- The childminder has sound knowledge of children's individual needs and interests, and embeds this into a robust curriculum,
- The childminder is highly successful at giving children a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own.

### Areas for further professional development

- Continue to encourage children's independence during daily routines
- Continue to make resources accessible to children

### Safeguarding

- Jo demonstrated a good understanding of her role as designated safeguarding lead and understands all referral procedures to LADO.
- Jo demonstrated an understanding of prevent duty, as well as other key questions relating to her role within child protection and safeguarding.
- All areas of Jo's home have been thoroughly risk assessed.

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

Actions	Recommendations	Date of completion
	During meal time, encourage children's independence by allowing them to pour their own cups of water and provide utensils for them to serve themselves	Ongoing
	Add images to the labels on the boxes, this will help children who can not read to know what is in each box	Ongoing
	Add information about child who is gluten free to his physical folder	19/8/22



## 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