



Quality Assurance Report 2026

In line with the EYFS Statutory Framework
and the tiney Quality Framework

tiney



tiney values



Play is a superpower

Young children learn best when they play. tiney childminders foster a love of learning by providing child-led playful experiences.



Curious minds see more

When we're curious, we are more open, inclusive and ready to learn. Curiosity allows an enthusiasm for understanding the world.



Asking for help shows wisdom, not weakness

When we ask for help we not only show an awareness of our own limitations, but also show that we value others.



Rest is rocket fuel

When we're rested we have more reserves and make better choices. When we look after ourselves, it is easier to look after others.



You grow stronger after a fall

We believe that falling down is a natural part of learning and growing, not a sign of failure. We treat any setbacks as opportunities for learning and embrace trial and repetition.



Everyday we can earn trust

Trusting relationships are at the heart of every tiney home. When there is trust, there is great fun and learning for the children,

Name:	Emma Bartrop
Registration number:	TY0525010
Postcode:	NG9 8HE
Date of registration:	27/05/2025
Date of visit:	12/05/2026
Name of Quality Consultant:	Dan Sissons
Number of children on roll:	12
Number of children in attendance during visit:	3
Registered assistants on site:	0
Evidence of any previous actions being met:	NA
Overall Grading	Good ▾

Overall effectiveness of the setting, with an overview of the strengths and areas of development – What is it like for a child here? Including the views of the child / child's voice

Since registering, Emma has developed a highly organised and thoughtfully planned childcare provision that promotes children's learning, wellbeing and independence. She has enhanced her environment to improve supervision and continuity of play, and introduced meaningful resources that support curiosity and exploration, including literacy-embedded resources, themed learning, and carefully planned continuous provision. Her curriculum is strongly aligned with the EYFS and Development Matters, with a clear, ambitious focus on children's next steps in early literacy and numeracy. Children benefit from a rich and varied range of experiences, including regular outings, outdoor learning, and opportunities for sustained play both independently and collaboratively. The environment is well resourced and clearly structured, enabling children to self-select, tidy away resources, and develop strong self-help skills as part of their daily routine.

Emma demonstrates a consistent and effective approach to communication, safeguarding and partnership working with parents, using regular updates, newsletters, and digital sharing of children's achievements. She has developed strong systems for tracking progress, including termly reviews of Development Matters, and ensures early identification of additional needs with appropriate support, particularly for SEND and speech and language development. Her practice places strong emphasis on emotional wellbeing, independence and school readiness, supported by effective strategies such as calming spaces, structured routines, and targeted language support. Emma is reflective and committed to professional development, using training to enhance her practice and seeking external guidance where needed. Overall, she provides a nurturing, well-planned and responsive environment where children are supported to thrive socially, emotionally and educationally.

Professional Leadership – Good ▾

Since registering, Emma has made a number of positive changes to her provision, including moving her childcare space to the other side of the building. She reflects that this has improved her ability to supervise the children, particularly when preparing food in the kitchen, and has also supported more continuous play opportunities. She has also introduced a family pet dog, which the children thoroughly enjoy and are actively involved in caring for, helping to develop their sense of responsibility and empathy.

Emma communicates effectively with parents through regular newsletters, sharing updates on activities, key events and important information. She completes two-year progress checks around 2 years and 6 months and ensures any identified concerns are clearly summarised and shared with parents. She follows the EYFS curriculum, using Development Matters to plan children's next steps and create activities based on their interests across all seven areas of learning. Children's artwork is displayed around the home, supporting a strong sense of belonging, and parents consistently provide positive feedback, describing her practice as "above and beyond". Children also enjoy end-of-setting graduation celebrations as they transition to school.

Emma demonstrates a good understanding of SEND and is confident in identifying needs and seeking appropriate support from the local authority and other professionals, as well as utilising guidance from Tiney where needed. She has completed 76 hours of CPD, including safeguarding training to keep her knowledge and recording procedures up to date, and a phonics course which has enhanced her practice with engaging literacy-based resources. She continues to develop her provision with a focus on school readiness and is planning to expand her setting to create additional learning space. Policies are reviewed annually; however, an attendance policy is not currently in place and would be a suitable area for development.

Quality of Education – Good ▾

Emma demonstrates a highly ambitious approach to her curriculum planning, with children's next steps clearly focused around developing early numeracy and literacy skills. She uses Development Matters effectively, providing each child with a printed copy which she updates termly by highlighting achievements. This allows her to maintain a clear overview of progress and plan appropriate next steps. Literacy is embedded across the environment, for example through the use of building blocks and other resources with added letters, helping children to recognise key sounds and letters linked to their names and interests.

The environment is carefully planned to promote curiosity, independence and self-selection, with children regularly choosing their own play experiences. Emma extends learning through children's interests, such as a weekly themed book focus, currently *The Gruffalo*, which is adapted if children remain engaged. Communication and language is a clear strength, with consistent adult interaction, repetition of key vocabulary and targeted support for children identified with delayed speech and language development. She uses a range of engaging strategies to promote early literacy and numeracy, including letter flags and spoons at snack time, alongside regular circle time activities such as self-registration, days of the week, weather discussions and counting games, all of which support school readiness.

Children benefit from a rich and varied curriculum that includes regular outings such as park visits, weekly soft play sessions and zoo trips. Emma uses wow moments effectively to share achievements with parents via the app, strengthening home–setting communication. Outdoor learning is purposeful, with sensory activities such as water play linked to themed learning, for example *The Colour Monster*, and extended into colour recognition activities in the garden. Children are encouraged to explore, observe and question, including listening games such as identifying sounds of motorbikes and planes, with Emma using resources like flight radar to extend understanding of the wider world. Overall, children are confident, engaged learners who enjoy both independent play and collaborative experiences, supported by strong adult interaction and thoughtful planning.

Personal Development and Independence– Good ▾

Emma works closely with parents to support potty training, ensuring consistency between home and setting. She follows individual routines and incorporates strategies provided by families, such as reward charts, and gently reminds children at regular intervals, particularly those still developing this skill. This collaborative approach helps children feel supported and confident during this stage of development.

Mealtimes are well managed and flexible to meet families' needs, with Emma providing meals for some children while others bring packed lunches. This supports parental choice and can help families experiencing financial pressure, while also allowing Emma to offer guidance on healthy, balanced packed lunch options. She also demonstrates a strong understanding of children with attachment difficulties, providing sensitive and responsive care that helps children feel secure within the setting.

Independence is actively promoted throughout the day. Children confidently tidy away

resources before snack time, supported by a well-organised and clearly labelled environment which enables them to access and return items independently. They also serve themselves cutlery and clear their own plates after meals, further developing self-help skills. A consistent daily routine ensures a balanced mix of free-flow and structured play, allowing children time for sustained, uninterrupted exploration, with water freely available throughout the day to support their wellbeing.

Behaviour and Wellbeing – Good ▾

Emma has a strong focus on supporting children’s emotional wellbeing and has identified those who may need additional help in understanding and managing their feelings. She has developed a calming corner equipped with resources such as *The Colour Monster* materials and feelings-based props, including a feelings pillow. Through gentle discussion and modelling, she helps children explore emotions such as happiness, sadness and anger, often linking these conversations to their experiences at home and during family activities. Parents have reported positive impact from this approach, noting improvements in how children manage their feelings at home.

The settling-in process is flexible and tailored to the individual needs of each child and family. Typically, children are offered two settling-in sessions, with parents staying for the first session and briefly for the second; however, Emma adapts this as needed, extending the process where children require additional reassurance. This responsive approach helps children build confidence and feel secure when transitioning into the setting.

Emma uses positive praise effectively to recognise children’s achievements and encourage engagement in learning. She provides meaningful encouragement during everyday interactions, such as when children correctly predict answers or engage in discussions about shapes. This consistent use of praise helps to build children’s confidence, communication skills and willingness to participate in learning activities.

Any Required Compliance Actions from this visit?	Deadline for completion
Ensure children are consistently washing their hands before meal times.	Immediately and ongoing
Create an attendance policy	31/05/2026
Any Required Quality Actions from this visit?	Deadline for completion

Create an area where children can hang their own coats up, offering further independence	June 2026 and ongoing
To further promote children's communication and language, consider how you could enhance intervention in play by narrating what children are doing.	June 2026 and ongoing
Consider introducing makaton into the provision, particularly around key moments such as circle time and meal times, or other parts of the day.	June 2026 and ongoing
Use the tiny quality framework as a tool for self evaluation.	June 2026 and ongoing

Enjoyment and strengths

(Recommendations linked to what gives the childminder energy, enjoyment and motivation: the strengths or passions to keep nurturing)

Emma clearly gains enjoyment and motivation from creating a well-planned, language-rich and curiosity-led environment where children are confident, independent learners who are supported to explore their interests through play, stories and real-life experiences. Her strengths lie in her ambitious curriculum planning, strong focus on communication and emotional wellbeing, and her commitment to building close partnerships with families, all of which she should continue to nurture and develop.



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.

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