



Quality Assurance Report 2025

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; support and understand 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!

Name:	Hayley Adams
Registration number:	TY0723047
Postcode:	NG16 1HG
Date of registration:	24.07.2023
Date of visit:	22.05.2025
Name of Quality Consultant:	Jordan Barnett
Number of children on roll:	7
Number of children in attendance during visit:	2
Registered assistants on site:	N/A
Evidence of any previous actions being met:	Yes
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

The setting is managed well with the childminder taking appropriate steps to ensure a safe and enabling environment. Children therefore play and explore within a calm and inviting space, with the 'hygge approach' adopted and in process of being developed and embedded in the setting. Children make good progress in their learning due to the childminders' effective observation, planning and assessment, and her ability to enhance their ideas and interests in the moment.

Children are able to make decisions throughout the day and lead their own learning from the carefully considered activities and resources within both the indoor and outdoor environment. Partnerships with parents are valued with communication being a highlighted strength of the setting and stay and play events offered to families. Focusing more time on the childminders own plans and aspirations for both herself and the development of the setting and environment would further enhance the provision for the benefit of not only the children and families but the childminder too.

Leadership and Management – Good ▾

The childminder is a competent leader of her tiny home. She understands the requirements and duties on her as a childminder and takes appropriate steps to ensure she meets these. For instance, she has policies and procedures in place which she reviews annually. Since opening her setting in 2023, she has made amendments to policies and added additional policies. The childminder stays up to date with changes to guidance and requirements, for example, she is aware of the new guidance which was released for early years settings in regards to food, nutrition and safe eating. A thorough risk assessment is in place covering both the indoor and outdoors environments of the home and extends to sleeping arrangements and how to safely care for four children under the age of five.

The childminder understands her responsibilities as the Designated Safeguarding Lead. She is booked on a safeguarding course next month to ensure she stays within the requirement of attending safeguarding training within a two year period and is competent in talking through procedures to take if a concern was to arise over a child's care or welfare, or a concern arose over another professional working with children. The childminder has taken appropriate steps to meet the safeguarding and welfare requirements of the EYFS such as completing accident and medication forms and ensuring parents are informed of each, gaining their signature on the form.

Quality of Education – Good ▾

The childminder has embedded the observation, assessment and planning cycle effectively to support children's learning. They use developmental charts to help track and assess children's levels of development each term, recognising progress children have made and planning for the next steps in their learning. Planning follows through into the daily activities and resources which are set up in the environment. For example, the childminder had set out different coloured water in the mud kitchen along with a range of open-ended resources to support children's skills in colour recognition. Children explored the resources in their own ways with the childminder commenting on the children's actions and the changes in colour, and asking questions to deepen the children's observations and understanding.

The resources provided in the environment allow for opportunities to expand on children's vocabulary, for example by providing ladles and pipettes with the water activity. At times, the childminder uses open language to support children to think for themselves but this was not consistent and at times the childminder provided too many directions and instructions to the children. The discussion with the childminder around open language led to the childminder acknowledging that now some of the children in her care are older, she recognises that she needs to develop her language in this regard, demonstrating the childminder's ability to acknowledge and recognise her own strengths and areas to develop.

Children's learning is extended in the moment with the childminder demonstrating her ability to recognise opportunities to expand and enhance learning in the moment. For instance,

children spoke about boats when playing in the water and the childminder brought out resources for the children to make their own boats, demonstrating and verbally explaining how to fold the tin foil and create a shape to float in the water. She went on to explain to the children how the boats were floating and directing the children's attention to how they were sitting 'on top' of the water.

Personal Development and Independence – Good ▾

The routine and environment allows children to develop skills in independence and self-care. Children know where their belongings are stored and collect their own shoes and hats before going into the garden. Children put their own shoes on with the childminder helping one child to learn how to do their buckle on their shoe, offering directions and demonstrating with one shoe whilst the child had a go with the buckle on the other shoe. The childminder used language such as, "it's a bit tricky", "you nearly did it" and "that was a good try" which supports the child in developing their resilience and confidence around more challenging tasks. A recommendation from last year's Quality Assurance visit was to adjust the language of praise to focus on children's efforts and this was evident in today's visit, demonstrating how the childminder has taken on board feedback to develop their own knowledge and skills.

Behaviour and Wellbeing – Good ▾

The childminder has a calm and nurturing character. She is often down on the floor at the children's level, offering her attention to the children. She shows interest in what the children are doing and listens to their voices, supporting children to feel heard and valued. The childminder adopts the hygge approach, offering a calm environment with opportunities to connect with nature and animals.

Children's behaviour and wellbeing is supported through the flexible routine in the setting. The set routines of mealtimes and naps provide children with consistency and safety in knowing what to expect, however the childminder allows the children to make choices within these parts of the day such as offering the children the choice of whether to eat their snack inside or in the garden, promoting their autonomy and valuing their thoughts and decisions. Children are also able to decide when they want to play in the garden or indoors, promoting calmness in children by allowing them to make decisions on what the day looks like. With activities and resources set up in the environment for the day, children are able to lead their own learning as they move freely between the resources on offer. This supports children in being able to demonstrate the characteristics of effective learning and promotes opportunities for deep engagement levels from the children.

The childminder engages well with tiney as her registered agency. She utilises the tiney app and resources for her day to day practice. For instance, she collects children's information and parental consents on the tiney passports and records children's attendance on the app. Information is shared with parents through children's learning journals on the tiney app and also through the message function where updates to policies, inset days, and reminders of appropriate clothing for the change in weather is communicated. On last years' questionnaires, parents commented on the 'excellent communication' they received from the childminder. This year's questionnaires are yet to go out to parents, however the childminder has reflected on the questions previously asked and has plans to revise the questionnaire form to gather parents' perspective on different areas of her provision this time round. The childminder took on board feedback from last years' questionnaires and offered additional stay and play sessions to families, demonstrating the childminders reflective approach, drive for continuous development and how she strives to meet parents wishes. Going forward, the childminder would benefit from focusing more time on her own wellbeing and training. After starting an accreditation last year, she has found little time to complete the modules around her busy work and own family life. Planning time to focus on her own wellbeing and aspirations to complete the accreditation would support the childminder in further developing her skills and knowledge around the hygge approach, in turn developing the setting for the benefits of the children and families. An inset day has been planned for next week with a view to work on the accreditation, a positive step for the childminder in recognising, valuing and balancing her own needs and interests.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Ensure documents are stored safely	Yes	N/A
Ensure the fire blanket is on the wall at all times	Yes	N/A

Any Required Actions from this visit?	Deadline for completion
N/A	N/A

Recommendations for how the provider can enhance their provision / areas for continued professional development

Continue developing the use of open language to support children's creative and critical thinking skills

Put greater value on your own wellbeing and aspirations, planning time to complete your hygge accreditation, and recognising the positive impact this can have on the children and families and setting as a whole.



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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