



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.

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:	Nichell Baldeo
Registration number:	TY0223003
Postcode:	NG21 9FD
Date of registration:	06.02.2023
Date of visit:	16.12.20255
Name of Quality Consultant:	Jordan Barnett
Number of children on roll:	5
Number of children in attendance during visit:	4
Registered assistants on site:	N/A
Evidence of any previous actions being met:	N/A
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 childminder provides a warm, respectful and highly effective setting where children thrive and make good progress in their all-round development. The environment is carefully planned to support learning across all seven areas, with high-quality interactions, responsive planning, and a strong emphasis on fostering independence, emotional wellbeing and cultural awareness. Key strengths lie in the childminder's strong professional leadership, commitment to staying current with statutory requirements (like the September 2025 EYFS changes), and the deeply embedded, empathetic partnerships she maintains with parents, often supporting the whole family. The childminder's thoughtful approach to the curriculum, including bringing stories to life through real-life experiences and fostering a love of literature, ensures children's interests are at the heart of their learning journey.

For a child attending this setting, it is a safe, nurturing and empowering experience. They benefit from a calm, respectful culture where their individual character, strengths and opinions are valued and encouraged, allowing them to grow in confidence and self-esteem. Children are supported to actively participate in routines, fostering independence in personal care and life skills like preparing food and gardening. Behaviour and wellbeing are actively promoted through the childminder's calm, level-based interactions, which teach empathy, self-regulation and positive social interaction. The gradual settling-in process helps children build secure, trusting relationships from the start. They engage in well-planned activities that spark curiosity, introduce new vocabulary, celebrate diversity, and link directly to their individual next steps and interests, ensuring that their time is spent exploring, creating and making excellent developmental strides.

Professional Leadership – Good ▾

The childminder demonstrates strong professional leadership of her setting. She understands the importance of keeping her records, documentation and statutory training up to date, thus has refreshed her Paediatric First Aid training and DBS Certificate this past year. The childminder learns from her experiences and considers ways to adapt her setting, increasing the safety such as adding security cameras. Her commitment to professionalism is demonstrated through the additional policy she has implemented relating to the security cameras and shared with parents. The childminder demonstrates a strong awareness of the statutory changes to the EYFS effective from September 2025. She has updated her policies, introduced new ones, and understands that the policies underpin her practice and procedures in the setting. The childminder completed CPD in relation to the EYFS changes, demonstrating her commitment to staying up to date and ensuring her setting remains compliant.

Partnerships with parents are strong. The childminder highly values parental input and children's home lives, engaging in detailed chats at drop-off and pick-up to understand and support the whole family. The childminder is empathetic to individual family circumstances and is passionate about supporting parents and the family as a whole. Parents therefore often seek advice and support from the childminder, evidencing the valuable role she plays in their and their child's life.

Quality of Education – Good ▾

Children make good progress in their all-round development due to the well-planned and sequenced curriculum alongside high-quality interactions provided by the childminder. The childminder writes individual activity plans that consider children's next steps and interests and detail the intent, implementation and impact of each activity. Building children's cultural awareness and understanding is part of this setting's curriculum, with children celebrating various events and celebrations throughout the year. A range of resources is utilised to support children's learning such as small world nativity sets, and incorporating books and

videos such as those on Diwali and Remembrance day to help build on children's knowledge and spark conversations around new vocabulary they've been introduced to. The childminder fosters a love of literature in children, with interactive storytelling, diverse voices, and child-led participation, alongside a well-considered and balanced approach to screen-use that purposefully supports learning. Furthermore, there is clear evidence of actively recognising and celebrating each child's identity, strengths, interests and talents through responsive planning, such as incorporating experiences such as the Gruffalo and Stickman walk at Sherwood Forest to bring stories to life.

The whole of the childminder's ground floor has been planned and designed to support children's learning. Throughout the environment, invitations to play are set up linking to the childminder's observations and knowledge of children's developmental next steps. Children have free access to play, create and explore throughout the lounge, hallway and play room which all offer a range of resources and activities for children to choose from. For example, peg boards and tweezer activities are set up to support children's developing fine motor skills. The lounge offers photo books of children and their family members. In the kitchen, where children do only enter with the childminder present, photos on the wall spark conversations and laughter amongst children during mealtimes. This demonstrates the childminders commitment in providing a strong learning environment, ensuring her home enables children to make good progress in all seven areas of development. The childminder reflects on children's progress regularly, writing developmental progress reports such as developmental reviews and two year checks.

Personal Development and Independence– Good ▾

With a range of different experiences on offer in the setting and a childminder who values children's autonomy, children are growing in independence and demonstrate confidence in expressing their opinions and making choices. Children learn to become independent in their own personal care needs with the childminder respecting children's dignity and supporting children to learn about protecting their own privacy. Children are supported to actively participate in the daily routines such as helping to prepare foods and pour their own drinks which helps them to develop their physical skills whilst feeling trusted and independent. They are regularly asked for their views and opinions, allowing them to make choices about their own experiences, which helps them develop a strong sense of self and responsibility. The childminder introduces basic ideas about caring for the planet such as recycling, and offers children opportunities to participate in real-life activities such as baking in the kitchen, and growing and harvesting vegetables at the childminder's allotment. Children are also involved in maintaining and caring for the setting such as through tidying up and learning to respect the resources they play with. This approach in enabling competence and independence helps children to learn from their experiences; they learn from their mistakes which are dealt with calmly, in turn building their resilience and their willingness to give new things a try. Children also learn the impact they have on others and the environment around them, fostering a sense of responsibility in children which can be developed over time.

The childminder is warm and respectful, she intentionally gets down to children's level, fostering an environment of mutual respect. This respectful, calm approach extends to supporting social situations where she promotes empathy and kindness. For example, in a conflict over a doll, the childminder remained calm, offered guidance, and encouraged the child who took the doll to acknowledge the upset caused, supporting the children's ability to self-regulate and reflect on emotions. The childminder nurtures children's emotional wellbeing. Subsequently, children demonstrate behaviours such as smiling, laughing, showing kindness and engaging positively with both the childminder and each other. Thus evidencing the culture of empathy and positive interaction which is promoted and fostered in the setting.

The childminder demonstrates a strong understanding of each child's individual needs. She notices and fosters the individual characters of each of the children, adapting her support and recognising the different strengths and personalities children display. For example, offering opportunities to children seeking leadership tasks and roles. The childminder provides focussed one-to-one interactions to children during quieter times of the day, ensuring every child feels seen and supported. The gradual settling in process provides children with an opportunity to start to build trust and security with the childminder and in the environment over time. The childminder works with parents, communicating and supporting to create a positive process for children and supporting the development of secure relationships with both the child and their family from the start of their journey together.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations

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

Provide further opportunities for children to self-serve their own foods at mealtimes.

Consider removing some of the posters/displays to make those that are on the wall more purposeful and meaningful, eg. keeping children's artwork and removing some educational posters at adult height and rotating these to meet children's interests/next steps.

Support your own wellbeing, carving out time to rest and recharge.



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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