



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:	Nichell Baldeo
Registration number:	TY0223003
Postcode:	NG21 9FD
Date of registration:	06.02.2023
Date of visit:	08/01/2025
Name of Quality Consultant:	Jordan Barnett
Number of children on roll:	6
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

Children demonstrate confidence and happiness in Rising Star tiny home nursery. They are free to play and explore across numerous rooms and benefit from having choice and independence throughout the day. Nichell ensures children's voices are heard and supports children to feel confident and develop skills in self-care and independence by offering familiar routines, verbal praise and support, and reassurance through words and cuddles. Children make progress in their learning and show enjoyment in playing with the large variety of different toys and resources on offer.

Nichell demonstrates enjoyment in her role as a childminder, from playing with the children, building relationships with families, and setting up her environment. Nichell looks for opportunities to expand and strengthen her skills and knowledge such as attending different training and webinars. Nichell understands that childminding comes with numerous roles and responsibilities and strives to ensure necessary tasks are completed so that her setting and provision is compliant with statutory requirements.

Leadership and Management – Good ▾

Nichell is a strong leader of her tiny home. She understands the requirements within the Early Years Foundation Stage framework for childminders 2024 and takes appropriate steps to ensure these are met. Nichell has policies and procedures in place which she reviews and updates. Nichell does need to ensure the updated versions are uploaded onto the tiny app for parents to view. Monthly fire drills are completed and logged including details of children present and the time taken to evacuate. A visitors log is in place recording any visitors to Nichell's setting.

Nichell is competent in meeting safeguarding and welfare requirements. Safeguarding knowledge has been refreshed through multiple safeguarding courses attended over this past year, with Nichell aware of her responsibility to complete intensive safeguarding training within a two-year period. Safety measures are in place within the home environment and Nichell considers children's safety when on outings. Appropriate consents are gained from parents such as for trips or the sharing of images.

Nichell has undertaken a variety of training courses over the past year to expand and strengthen her knowledge. Some of these have been through tiny, and others Nichell has sourced herself through external providers and platforms. This demonstrates that despite Nichell's years of experience working with children, she understands the importance of training for her own continued professional development.

Quality of Education – Good ▾

Nichell provides a good quality of education leading to children making progress in their learning. The home setting is full of different learning opportunities with toys and resources spread across the lounge, playroom and hallway. Children play freely across these three places, giving them choice and ownership of their own play and learning. Nichell adjusts the toys and resources on offer, observing children's play and interests and setting out toys and resources to support children's interests and engagement. At times, children ask for particular toys and Nichell ensures the child's voice is heard, setting these out and thinking of ways to extend their interests further through adding new learning experiences.

Nichell plans for children's developmental next steps. She uses paper planning sheets to plan activities, taking into account the areas of learning she aims to support the children to develop through the activity. Nichell makes notes to herself from her observations and interactions with the children, leading to Nichell having a strong awareness of where children currently are in their development across all seven areas of learning. Nichell shares termly reviews with parents to keep parents updated with progress their children are making.

Nichell's interactions with the children encourage children to think critically and creatively. She uses lots of open language so children can come up with their own ideas. Children are

keen to involve Nichell in their play and demonstrate enjoyment in the interactions from Nichell. She is able to balance her interactions with the children, giving them time to play independently, spending 1:1 time with different children throughout the day, as well as playing with children as a group. Nichell is able to effectively adapt her interactions to suit the age and developmental levels of the different children.

Personal Development and Independence– Good ▾

Children are encouraged to learn skills of independence and self-care. Nichell has embedded routines which support this, such as mealtimes where older children stand on a step to wash their hands in the sink before going to the kitchen and climbing up onto their own chairs. At the table, older children use small jugs to pour their own drinks, and depending on the snack on offer, children use child-safe knives to cut their own fruit and vegetables. To support children's competence in fulfilling these routines, it's important for Nichell to keep her language open, like she does when children are playing, steering away from directions and instructions such as at hand-washing time.

Mealtimes offer additional learning experiences for children. Nichell initiates conversations around the food they are eating, offering language and vocabulary such as “bitter” and “sour” and encouraging children to use their senses to explore the food they are eating. Nichell extends the learning in the moment following children's interests and thoughts, for example, offering lemon and oranges for children to try to be able to explore a ‘sour’ and ‘sweet’ taste. Children enjoy pulling sour faces and connect and engage with each other and Nichell as they do so. These kinds of experiences support children to develop positive relationships with food and mealtimes.

Behaviour and Wellbeing – Good ▾

A flexible, yet predictable, routine provides children with security and supports children with knowing what is happening now and next. Nichell verbally explains to children what is happening and encourages children to think of the next part of the routine, for example, “it's nappy time then what happens?”. Children respond with “bedtime” and “nappy and bed” demonstrating their confidence and acceptance in the routine. At times, children are too busy playing and are slower at moving their attention to the next part of the routine such as getting ready for snack. Exploring different strategies such as introducing a handwashing song or providing a sand timer as a visual countdown cue may support these moments.

Nichell is warm and attentive. She knows the children in her care well and is able to understand their behavioural cues which show how they are feeling. Nichell acknowledges when children need time to adjust and regulate upon arriving at the setting and allows children to take time alone to do so. When children show upset, frustration or when social conflicts arise, Nichell is there to support them, offering reassurance and plenty of cuddles throughout the day as and when children need them. Adding language around emotions at these times would support children in identifying how themselves or others feel, thus further supporting their social and emotional development.

Nichell has developed her own use of language around praise and taken on board the advice from last year's Quality Assurance visit. Children are now praised through language such as "good choices", "good singing" and "well done you worked that out all by yourself". These phrases support children in building their confidence and developing an awareness of their own actions and capabilities.

Professionalism, Attitudes and Engagement – Good ▾

Nichell has a positive attitude towards childminding and it is evident that Nichell enjoys her time spent with the children. She has developed good relationships with parents, ensuring she is readily available for them whilst keeping professional boundaries also. Nichell provides detailed feedback to parents about children's time with her and looks for ways in which she can support parents such as offering leaflets on potty training. Nichell engages with the tiney app, collecting information about the children she cares for, and sharing information with parents, such as children's eating and sleeping each day. To strengthen parent partnerships further, Nichell could gather parents' thoughts and feedback through surveys or questionnaires, using parents' comments as a way to reflect and develop her service and provision.

Nichell is regularly looking for available training and webinars to increase her skills and knowledge as a childminder and is able to reflect on what she has learnt through these. Nichell has bought books following one webinar, keen to expand her knowledge even further. Also, tiney offers a Quality Framework as a tool for childminders to use for self-reflection and development which Nichell has been looking at over the past year, but would benefit more by making it an interactive tool for herself, highlighting areas of competence, making notes on areas she would like to develop and tracking her own progress towards self-set targets.

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

Any Required Actions from this visit?	Deadline for completion
Upload your updated policies on to the tiney app so parents can see the most current versions	15/02/2025 and ongoing

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

Use the language of emotions and support children to find strategies to regulate when they are feeling big emotions

Try using aids such as songs or sand timers to support with smooth transitions in the routine

Use open language during routine times of the day such as handwashing to support children to think for themselves

Gather parent feedback through questionnaires and/or surveys

Make notes on the Quality Framework to support you in identifying your areas of strength and those you wish to 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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