



Quality Assurance Report 2024

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; 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!

Name:	Kirstie Spencer
Registration number:	TY1023055
Postcode:	DN22 7UA
Date of registration:	30.10.2024
Date of visit:	11.11.2024
Name of Quality Consultant:	Jordan Barnett
Number of children on roll:	5
Number of children in attendance during visit:	2
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 are happy and settled in Kirstie's Little Stars tiny home nursery. Kirstie has created a warm and welcoming setting and nurtures the children in her care. Good bonds between Kirstie and the children are demonstrated, with smiles, giggles and laughter a regular occurrence throughout the day.

Kirstie is a strong leader of her tiny home. She is aware of her statutory responsibilities and usually ensures all necessary documentation is in place, however had overlooked writing an existing injury record when a child had arrived at the setting with a bruise. Kirstie has a drive to continuously learn and improve and is regularly looking for new ways to expand her knowledge and improve her practice and her setting.

Leadership and Management – Good ▾

Kirstie is a strong leader of her tiny home. She has a drive to do things well, to learn where she feels there is a gap in her knowledge, and shows passion and enjoyment in being a childminder. Kirstie set herself three areas she would like to develop within her setting and practice during this year of childminding and reflects on her achievements of these during the visit. Parent questionnaires have been used as a tool for gaining parents' perspective on the setting, enabling Kirstie to identify areas for further improvement, and was able to provide evidence of these being actioned. Kirstie is keen to continue learning to expand her knowledge and to be able to continue developing her setting. Kirstie hopes to plan an event for the families to attend during the upcoming festive season, and has further plans for development in the coming year such as to create information packs for families, and to strengthen the connection with local settings to work in partnership.

Policies and procedures are in place and embedded into the setting, meeting the statutory requirement for childminders. The visit identified one injury had been overlooked in terms of ensuring there is a written record of this, however other accident, injury and medication forms are in place and signed by parents, evidencing Kirstie's usual competence in this. Kirstie understands her risk assessment is a working document and updates this accordingly with any changes in the home. Other necessary logs and records are in place such as an evacuation drill record and a visitors log.

Safeguarding practices and procedures are within Kirstie's competencies. Written records of previous safeguarding concerns are evidenced with explanations of appropriate responses to different scenarios. Kirstie is able to talk about her understanding of Prevent Duty and FGM and demonstrated a good understanding of what to do if an allegation was made against herself or someone in her home.

Quality of Education – Good ▾

Kirstie's curriculum is based around children's individual interests and development levels. Activities are set up within the indoor and outdoor environment each day which Kirstie feels children would learn from, taking into account interests from the previous day or week. Kirstie has recently been introduced to the concept of schematic play and is in the process of expanding her knowledge and understanding further. Kirstie discussed a trajectory schema identified in a child's play and showed numerous resources in the setting she has added linking to the trajectory schema to support this child's development. Termly reviews are completed where Kirstie reflects on children's progress and plans for next steps of development over coming months. Parents receive a copy of these termly reviews, however, inviting parents into the setting to discuss children's progress in person would strengthen the opportunity to work in partnership with parents to support children's learning and development.

Children are engaged in the activities and resources throughout the visit, demonstrating Kirstie's competence in meeting children's interests and development needs. Kirstie spends most of her time on the floor playing with the children. They enjoy stories together, Kirstie pauses on familiar refrains so children fill in the gaps. Where children have questions about the storyline or pictures Kirstie is always willing to pause the story to answer and discuss with the child. Kirstie reflects on this during the visit, explaining how a previous webinar she attended highlighted the importance of following children's interests during stories even if that means stopping on one page or not getting to the end of the story; one demonstration of Kirstie embedding her own learning into practice.

During free play, Kirstie plays with the children, following their interests as they move to different activities and explore resources in the setting. At times, Kirstie asks too many questions of the children, creating pressure and interference in the child's play. This was discussed early on in the visit and it was clear that Kirstie had tried to take this on board, changing her language to a commentary, narration or role-modelling next to the child. Continuing to practise this will further enhance Kirstie's use of language which will have a positive impact on children's developing vocabulary, creativity and imagination.

Personal Development and Independence– Good ▾

Children are encouraged to 'keep trying' and to 'keep going', supporting them to develop skills in resilience and perseverance. In these moments, Kirstie gives the children time, understanding that with her patience and words of encouragement, children are able to accomplish and achieve, benefitting from the feelings of success. Where children are unsure, Kirstie encourages children through language such as "you try" or "can you give it a go", following up with verbal guidance if needed to support the child in being able to complete the task at hand.

Good hygiene routines are embedded in the setting. Children are familiar with the hand washing process and do so after outdoor play or before meal times. Small steps in the kitchen allow children to reach the sink to wash their hands independently. Where some children are too small to reach, Kirstie used a bowl of warm water on the floor to give the youngest children the independence of being able to wash their hands in the water. After one child washes their hands in the bowl of water, Kirstie puts fresh water in the bowl, ensuring fresh water for each child as well as individual flannels for hand drying to minimise the spreading of germs.

Children spend time outdoors every day, whether in the garden or in the community - or both! Kirstie had set herself a target for this year to spend more time outdoors and feels that she has succeeded in this. Outdoor time is now prioritised within the daily routine with garden play now following the morning school run. A gazebo has been purchased to create a shelter on rainy days so that outdoor play can still be embraced. With local parks and other local amenities on offer, children experience a range of outdoor play and experiences.

Kirstie is a positive role model. She gives children praise and positive encouragement and has high expectations for children's behaviour and wellbeing. Warm and secure relationships are demonstrated between Kirstie and the children, and they show enjoyment in playing and sharing stories with Kirstie. Kirstie changes the tone of her voice and volume of her interactions to reflect and/or adjust the energy levels in the room, such as soft whispers to create engagement, pauses to build anticipation, or big cheers to celebrate accomplishments and successes.

Children find joy in Kirstie's interactions and there are moments of deep engagement between Kirstie and the children in spontaneous games. For example, children enjoy waking Kirstie up when she pretends to sleep, with everyone smiling and giggling each time Kirstie awoke, and children asking for "again" numerous times before they swap roles. These moments of spontaneous and unplanned joy and giggles support the deepening connection and security in the bond and relationships between Kirstie and the children.

Kirstie shows understanding in how children take time to build skills, and stays calm and reassuring when things don't go to plan. This is demonstrated when a child misses their cup when pouring their own drink and instead pours water on to the tray. "That was close" Kirstie said before refilling the jug to give the child a chance to try again, supporting the child to achieve their goal, and ensuring the moment is celebrated with the child when the water goes into the cup on the second attempt.

To further strengthen children's emotional development, Kirstie could add more language around feelings and emotions. Commenting on her own feelings, or verbally recognising and acknowledging emotions of the children would support children in making links between feelings and their emotions of themselves or others. When discussed in the visit, Kirstie concurred in this being an area she could develop in her practice.

Kirstie is a reflective childminder and committed to her own professional development. Kirstie seeks help and advice from tiney, her local authority, or other professionals within her support network, such as other childminders when in need of support. The minimum number of hours CPD required by tiney is 16 per annum; Kirstie has over tripled this amount and spoke about different courses and what she had learnt with enthusiasm and excitement. Kirstie not only completes courses but expands her knowledge through her own research and reading of books. For example, she has recently purchased a book about schemas after another childminder had introduced her to schematic play. Kirstie has used the Quality Framework provided by tiney as a tool to reflect on her own setting and practice; continuing to use the Quality Framework as a tool for reflection will support Kirstie in strengthening her practice even further.

Kirstie evidenced good engagement with tiney and her support network. She has contacted tiney for support and clarification during her first year of childminding, had contact with the SEND team, made contact with a local nursery and with her local authority. Kirstie also interacts with local tiney childminders on a whatsapp group offering advice and support. Within her local town, Kirstie has a network of childminders that she meets up with and communicates with regularly. All these links demonstrate Kirstie's keenness to be part of a supportive community, not only for her own benefit, but for that of the children and families too.

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
Ensure records are made of all accidents and injuries children have both within and outside of the setting	12/11/2024 and ongoing

Recommendations for how the provider can enhance their provision / areas for continued professional development
Use specific nouns to increase children's vocabulary, for example, 'Diplodocus' instead of 'dinosaur', 'teaspoon' instead of 'spoon'
Be mindful of asking children too many questions as they play, instead adding language by narrating and commenting the child's play, or role-modelling the play yourself whereby the child can see and hear
Talk more about emotions and feelings with children; naming children's emotions, commenting on how one's facial expressions and/or body language indicates a feeling, eg. "You're smiling, you look happy"
Parent partnerships could be strengthened even further by offering parent events, home learning resources, and in-person developmental reviews
Continue to use the tiney Quality Framework as a tool for reflection and development



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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