



# 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,

<b>Name:</b>	Emma Ragless
<b>Registration number:</b>	TY0923009
<b>Postcode:</b>	NG24 3NR
<b>Date of registration:</b>	06.09.2023
<b>Date of visit:</b>	08.08.2025
<b>Name of Quality Consultant:</b>	Jordan Barnett
<b>Number of children on roll:</b>	11
<b>Number of children in attendance during visit:</b>	2
<b>Registered assistants on site:</b>	N/A
<b>Evidence of any previous actions being met:</b>	Yes
<b>Overall Grading</b>	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 lead their own learning within this home from home environment. They're able to suggest ideas and make decisions; building independence and autonomy. Children form strong bonds with the childminder, they play, laugh and have fun together. Children demonstrate how safe and trusting they feel in the environment and with the childminder when they reflect on their experiences and talk openly about their emotions. Children make good progress in their learning and development, which has been noted by parents too. The childminder strives to work in partnership with parents, she has formed working and supportive relationships with mutual respect and appreciation.

The childminder understands her statutory responsibilities and has taken most steps to ensure these are addressed. She did however make an oversight causing her setting to be non-compliant as her paediatric 1st aid certificate was out of date, but acted quickly to put this right. All other areas of the setting are compliant and the childminder generally shows good skills in leadership and management. The childminder makes time for her own professional development, valuing the positive impact training and research can have.

## Professional Leadership – Good ▾

The childminder breached requirements by not refreshing her Paediatric First Aid training before it expired. She did however show dedication to ensuring this was rectified as soon as possible and completed the course within a week of the visit. Despite this breach, the childminder demonstrates strong leadership in all other aspects of her childcare business. Policies and procedures are in place and the childminder is aware of statutory changes coming into place September 2025 and has sourced updated policies to reflect these changes. The childminder has planned a day to close the setting in order to fully digest the changes coming into place and to put plans and provisions in place to ensure these changes are embedded in her setting. This demonstrates the childminder's proactiveness and commitment to her responsibilities.

The childminder has engaged in a variety of training and research, showing the value she places on her own professional development. The childminder also values partnership with parents who describe the childminder as 'simply the best' and 'a credit to tiney' in reviews they have shared. The childminder is keen to work in partnership with parents and support children and families both in and out of the setting. One parent comments on how the childminder 'is there for them as parents' and another comments on how their child has 'come on leaps and bounds' since joining the setting. These comments from parents demonstrate strong and effective partnerships with children's families.

## Quality of Education – Good ▾

Invitations for play are set up in both the indoor and outdoor environments, allowing children to lead their own play and learning. The childminder plans activities and resources linking to children's interests and listens to their thoughts and opinions, planning activities which children have asked to do. The childminder is often on the floor or at the table playing with the children. She adds a fun energy to children's play, taking on roles in small world play and putting on different voices for the characters she is playing. Children show enjoyment in this and benefit from their play being extended through the childminders ideas and input.

The childminder adds learning opportunities into children's play such as using mathematical language and asking children questions to encourage them to pause and reflect. She introduces new ideas and concepts to children through her overarching planning themes and her broad curriculum, but ensures this is also flexible to meet children's interests on the day and adaptable to explore spontaneous interests and fascinations that arise. The childminder uses reflective language with the children such as, "Can you remember", encouraging children to think back and make links in their prior learning and reignite previous fascinations. This supports children's language, social and emotional development as children engage in group discussions about their memories and feelings.

## Personal Development and Independence – Good ▾

Children's independence is supported in the setting through the childminders daily routine and interactions with the children. The flexible routine allows for children to regulate their own hunger needs with the childminder listening to the children's voice when they are hungry for snacks or lunch. The open plan provision allows for children to access the toilet and lead their own toileting needs, with the childminder on hand to support when needed. Handwashing routines are embedded in the setting after toileting and before mealtimes with children showing confidence and familiarity in this routine.

With invitations to play set up in different areas of the home environment, children are able to make their own decisions of where they would like to play. The childminder takes the children's lead of whether they would like to play indoors or in the garden, and lets the children input into the daily routines and activities by asking them what they would like to do. This gives children independence, autonomy and ownership of their day whilst providing opportunities for children to hear and take on board others ideas too.

## Behaviour and Wellbeing – Good ▾

Children demonstrate positive relationships with the childminder, they show enjoyment in her interactions and look to her to share their ideas and creations; showing secure bonds between the children and the childminder. This supports children's emotional wellbeing. The childminder is warm and nurturing to the children, supporting and helping them when needed but also allowing children to give things a try for themselves too. The children and the childminder have fun together; they make jokes, put on silly voices and laugh together. This demonstrates the secure bonds they have formed together.

Children receive ample praise throughout the day, supporting them to develop their confidence and show pride in their own achievements. The childminder encourages children to reflect back and remember past events and experiences, this encourages children to talk about their feelings and emotions, demonstrating the safe and trusting environment children must feel to talk openly about their feelings. The childminder could support children's emotional development further by offering a wider variety of language to children to connect to their emotions.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Refer & engage with tiney's SEND team	Yes	
Complete 16hours CPD each year	Yes	

Any Required Actions from this visit?	Deadline for completion
Complete Paediatric First Aid Training	15.08.2025 - completed
Ensure all visitors to the setting are recorded on your visitors log	11.08.2025

Recommendations for how the provider can enhance their provision / areas for continued professional development
<p>Build children's vocabulary and offer a broader range of language for children to connect to their emotions and achievements. Explore tools such as the emotions wheel to explore different emotions to introduce to the children, and explore 100 ways to say well done as a way to research different ways to offer praise to the children</p>
<p>Look into sustained shared thinking; developing your understanding and further strengthening your discussions with the children to deepen children's creative and critical thinking skills</p>
<p>Explore different early years pedagogical approaches and concept, finding elements you connect with to embed into your own setting and practice; thus building your own pedagogical approach for SuperStars tiny home</p>



## 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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