

Quality Assurance Report 2024

In accordance with EYFS Statutory Framework, Safeguarding and Welfare requirements

tiney

Ofsted registered childminder agency



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.

tiney

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:	Francesca Holmes
Registration number:	TY1123051
Postcode:	NG14 6NG
Date of registration:	27th November 2023
Date of visit:	22nd November 2024
Name of Quality Consultant:	Kirsty Davison
Number of children on roll:	5
Number of children in attendance during visit:	2
Registered assistants on site:	0
Evidence of any previous actions being met:	NA
Overall Grading	Outstanding

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

Frankie is a remarkable early years educator and her passion for providing exemplary care and learning experiences is evident in all that she does. Children are provided with a home from home experience and the sense of belonging to an extended family in this warm and nurturing setting. It is a calm and comforting environment where children can really reach their full potential. This is mirrored by Frankie's attentive and calm nature, who gives children the support and individualised care they need.

Parents are treated as partners who know their children better than anyone else and are seen as the child's first educators by Frankie. She works closely with a good flow of communication to ensure routines are consistent between home and her setting and she offers support with children transitioning into more independent phases of personal care such as sleeping and toileting. The environment provides a rich array of learning opportunities both indoors and out which cover all seven areas of learning and inspire children to be curious and explore.

Frankie is committed to all aspects of leading her setting and shows a positive disposition to self-reflection and continuous professional development. She is very organised and implements effective policies and procedures to ensure children are kept safe and happy in her care.

Leadership and Management – Outstanding

Frankie has a thorough understanding of her role as the designated safeguarding lead for her setting and has a secure knowledge of the signs of abuse and neglect and knows what action to take if she has any concerns. She is also aware of wider safeguarding issues such as children being at risk of radicalisation or female genital mutilation and can demonstrate the procedures to follow in the event of an allegation being made against herself, or any other adults living in her home. Her policies and procedures in relation to safeguarding are robust and have been shared with parents and carers. Risk assessments are regularly carried out and the written risk assessment is used as a working document.

All statutory requirements as set out in the statutory framework for the early years foundation stage are being met, along with the standards and requirements set by tiney. Frankie is an extremely reflective practitioner who is always making adaptations to her practice to more effectively meet the needs of the children and families accessing her setting. She is very open to admitting when she does not know something and will put new knowledge into practice immediately. She was able to provide several examples of this to me during today's visit. This shows Frankie upholds the tiney value of 'curious minds see more'. She regularly accesses training and is always looking for inspiration online and via social media platforms for new and engaging activity ideas linked to her children's interests.

Due to Frankie's previous experience of working in a specialist education provision she has a very good understanding of her role as the Special Educational Needs Coordinator for her setting. She has put many supportive measures into place such as, the use of visual support to meet the needs of every child in her setting, particularly those who require additional support. She is also very attuned to the dietary challenges some children experience as part of a wider condition / diagnosis, and understands the importance of those children having access to their 'safe foods'.

Quality of Education – Outstanding

Children are provided with an incredibly rich and ambitious curriculum, sharply focused on their developmental stage and individual abilities. Frankie has an excellent understanding of their interests and learning styles. She uses this knowledge to skilfully engage children in the wondrous opportunities on offer, both in the setting and on the numerous trips they take to extend their learning even further. Consequently, all children are constantly engaged in exciting learning opportunities and make excellent progress in all areas of their learning and development.

Today, due to the adverse weather conditions, Frankie wanted to bring the outdoors inside for children. She set up a lovely tough tray activity with ice cubes containing ducks and other water play equipment. This was completely child led and Frankie was clear on the possible learning outcomes for this activity. Children could engage freely exploring their own lines of inquiry and return to this activity as often as they wanted to in order to provide that rich uninterrupted play that allows children to be fully immersed in their learning. This activity was extended by the children being able to make their own snow using baking powder, which added to the sensory experience. Frankie was modelling ambitious vocabulary with the children, considering what new words and vocabulary to introduce during the activity. This activity was a perfect example of Frankie engaging in sustained shared thinking with the children - that is working together, following serve and return interactions, with in-depth conversations, thinking and problem solving, reflecting, developing and extending. Frankie and the children are equal partners in learning, where they investigate and problem solve together. Frankie wanted to try the baking powder with the children as an experiment to see what would happen in the moment rather than trying this in advance; and is not afraid to tell the children if she doesn't know something. - "Frankie's not really sure so we can just find out together". The activity was then further extended by adding food colouring to the snow and discussing colours. The older child was able to self-select her own colours and put the lids back on when she had finished, showing children's capabilities are valued and there is trust and respect as they are masters of their own experiences.

Planning is centered around children's interests and next steps for learning. Frankie was able to confidently describe where both children attending during today's visit are with different areas of their learning and what their current intrinsic motivators are. Activities are skillfully differentiated accordingly to ensure that even the youngest children can participate and receive the same experiences as older children. Frankie follows children's directions and ideas during play. For example, she discussed how they were doing an indoor obstacle course with a child who suddenly said "the floor is lava" so Frankie went with this line of enquiry and they created together a plan for how they would get across the room without touching the floor. This shows how Frankie can be flexible and use a more 'in the moment' planning approach to extend an activity.

Personal Development and Independence– Outstanding

Children are provided with many opportunities to be independent with everyday routines and self-care tasks. They also take on leadership roles in daily routines and activities, such as cleaning the table for lunch and to help take care of the setting with even the youngest children putting their own rubbish in the bin. Resources are freely accessible to children such as snack equipment and there are visuals for handwashing in the bathroom which enable children to be as independent as possible. Children are encouraged to "keep on trying", helping children to develop resilience when things don't go to plan. This was evident when a child was having to persevere to open their water bottle, Frankie did not rush to intervene and part of her ethos is to wait for children to ask for help as she knows this child is capable of knowing when they need help with something.

Frankie creates a culture where the child's whole sense of self is respected and valued, taking the time to find out about all the things that make that child who they are, the community they are from, the values they hold, and then supporting the child to continue to find their place in the world. Children receive lots of opportunities to explore the local community and see the diversity of modern Britain. Frankie's ethos is that she wants children to gain an understanding and respect for people different to them. This is achieved by actively promoting fundamental British values in conversations with children and activities celebrating diversity.

Children have a chance to explore the outdoors, to be free, and to immerse themselves in nature. The outdoor environment provides lots of opportunities for children to be physically active as well as various regular outings. Frankie teaches children to take appropriate risks and challenges as they play and learn both inside and outdoors. A child was asking if she could eat the ice cubes and Frankie had a discussion with her about if the child felt it was safe and they risk assessed it together discussing that "it would be ok as the ice cubes were just water from the tap, but eating the snow from outside would not be as it has been on the ground and could make us poorly".

Behaviour and Wellbeing – Outstanding

Children are happy and extremely well settled in this setting. They are well supported to regulate their emotions by both the physical environment and attuned relationships they have with Frankie who is extremely responsive to their emotional and behavioural needs, understanding that young children experience big feelings and that emotions are a difficult concept. Frankie provided lots of physical comfort to the youngest child in the setting when they were upset and is very skilled at responding to children's non-verbal communication. Resources such as emotion cards are used to talk about feelings with children and Frankie names them for children in the present moment. Frankie understands that behaviour is a form of communication in young children and interprets messages communicated from children's behaviour to identify triggers, and responds and adapts her practice and routines accordingly.

Children have formed positive relationships with each other in the setting and are supported to develop their social skills. A lovely example of this was when I observed the older child holding the ball run for the younger child and passing them the balls. Frankie ensured that she differentiated all activities to ensure that both children were receiving equal opportunities and experiences. Positive age-appropriate behaviour strategies are used where children are provided with explanations about rules and boundaries and provided an appropriate and safe alternative. For example, a child was riding on a large bus toy and Frankie asked the child to think why it was not safe to ride it in that part of the room and where would be a better place to ride on the bus, allowing the child time to reflect and problem solve.

There is a lovely cosy area available to children who need a space for quieter play or to have space that is comforting and away from busier activities. The routine of the day allows children uninterrupted time for play and exploration that allows them to have high levels of engagement in their learning. Frankie also identifies that transitions can be difficult for some children and uses a sand timer to prepare children for when an activity is finishing and visuals to support them to understand what is happening next. She also prepared one child

in advance for my visit today as it would be a change to have a new adult at the setting and understood that this could potentially be unsettling for the child. One of the strongest areas of Frankie's practice is how well she knows each child, not only their interests and how to support their educational next steps, but she has a high level of empathy constantly reflecting on how a child may feel or respond to something.

Professionalism, Attitudes and Engagement – Outstanding
Frankie is an extremely reflective practitioner with a positive disposition to learning and improvement. This is evident by the wealth of training she has accessed and firmly embedded within her practice. She discussed how the working with babies session has really improved her interactions with babies and the importance of tummy time. She plans to have an inset day next year to really focus on her own development. Frankie recognises the importance and value of engaging with the tiney app, to support her in all areas of compliance and quality of practice. This includes use of the childcare register for all mindees across all sessions, regular updates for the parents in the learning journal and maintaining an up-to-date CPD log. The 2 year progress checks completed are very detailed and all aspects of record keeping are of a very high standard. Frankie has forged extremely effective partnerships with parents and there are very positive feedback forms completed by parents to support this. All interactions with parents, tiney team members and other professionals are respectful and professional, both online and in person. Frankie sees the value in networking with other childminders and meets up with another childminder weekly and finds the tiney whatsapp group really helpful for ideas and asking questions. Frankie does not think there is a tiney community coach in her area to link in with so I discussed the possibility of her becoming a community coach herself.

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

Any Required Actions from this visit?	**Deadline for completion**
Update the safeguarding policy to the most up to date version	29/11/2024

Recommendations for how the provider can enhance their provision / areas for continued professional development
Consider applying to be a community coach due to the high standards of care and education Frankie provides, she could shape the practice of other tiney home leaders.
Consider adding more loose parts resources to the setting.



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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