



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:	Carly Thurman
Registration number:	TY0823032
Postcode:	NG17 9HX
Date of registration:	15.08.2023
Date of visit:	24.07.2025
Name of Quality Consultant:	Jordan Barnett
Number of children on roll:	4
Number of children in attendance during visit:	3
Registered assistants on site:	N/A
Evidence of any previous actions being met:	N/A
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

Children learn and develop through a highly effective curriculum with the support of an ambitious and reflective childminder. The unique characters and interests of children are supported and celebrated with kindness, empathy and understanding underpinning core parts of the setting's ethos and values.

The childminder has a meticulous approach in her professional leadership, showing clear understanding and acknowledgement of her statutory requirements as well as the important role she plays in children's individual journeys and development, evidencing the value and her approach in working in partnership with parents for the most effective outcomes.

Professional Leadership – Outstanding ▾

The setting is led by a passionate and committed childminder who embraces the unique characters and qualities of each child and family, adapting her setting to meet their individual needs. The childminder is committed to her own professional development, strengthening and broadening her knowledge through a variety of training and research to ensure she delivers the best possible care and outcomes for children and families. The childminder stays up to date with changes within the early years sector, seeking information, completing relevant training and updating policies and practice to ensure compliance at all times. Subsequently, high quality leadership and management of the setting is evident.

Strong partnership with parents have been forged with the childminder valuing the role parents play and striving to work in collaboration to best support children and families needs. Recent parental questionnaires evidence the 'brilliant support' and 'fantastic care and provision' provided.

Quality of Education – Outstanding ▾

The childminder has developed a long term curriculum for children for what she would like them to know and do during their time with her. She has reflected on the core values and ethos of the setting and created a document to share with parents and families when joining the setting including areas such as 'empathy and kindness', 'celebrating strengths and interests' and 'learning through real-life and hands-on experiences'. The childminder has reflected on the Quality Framework created by tiny and tiny's own ethos and values, incorporating and embedding these into her own curriculum and setting's ethos.

This long term curriculum is adapted to children's individual interests and offered through a child-led approach. This enables children to broaden their knowledge around specific areas of interests with the childminder incorporating real-life experiences for children to learn through. Children's development is assessed during their time at the setting, with regular developmental reviews shared with parents and next steps for each child identified and considered within the planning.

Personal Development and Independence– Outstanding ▾

Children's independence is strongly supported in the setting with the childminder highly valuing children's unique ways of learning and doing. Children's strengths and interests are valued and utilised in a way to support areas children are still developing. This supports children in making their own choices and decisions, and developing a positive sense of self. Children are supported to develop empathy, kindness and tolerance towards others as well

as themselves. Opportunities to develop connections in the community are encompassed within the daily routines with the small gestures such as waving at local shops on the school run enabling children to create positive connections within the wider community.

Teaching and learning is included in all parts of the day with mealtimes being an excellent example of this. Routines are adapted to include children of all ages with the childminder differentiating the level of her support and the language used to suit the age and stage of each individual child. Positive strategies are used to encourage children to sit at the table and eat their lunch with mirrors used at the end of mealtimes to support children in wiping their own faces. The childminder uses ambitious language to teach children about the food they are eating, for example, “bananas are good for your heart, they’ve got potassium in them”, thus supporting children to develop their awareness of health and nutrition.

Behaviour and Wellbeing – Outstanding ▾

The calm and patient approach of the childminder creates a warm and supportive relationship for children. Children learn at their own pace and take on the daily tasks and routines in their own time with the childminder valuing each comment or gesture children make; responding appropriately as to not rush children but to support them and meet their needs in the moment. A range of positive strategies are used to support children’s behaviour and wellbeing such as visual prompts and songs with the childminder reflecting and reviewing the effectiveness of different strategies and adapting as needed. Aids such as a visual routine is used to support children in understanding what is happening now and next, and the childminder is slow and patient in her approach, allowing children to process, repeat or ask questions to deepen their understanding.

The childminder adapts her language in a highly effective way, for example, using short and clear repetitive prompts to support children’s understanding and engagement, whilst using longer and more expression and intonation during stories and play. The childminder commentates her own actions to support children in understanding what she is doing and why, thus providing a sense of comfort and safety to the children.

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
N/A	N/A

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

Further explore and research how children learn language, looking into the difference between analytical and gestalt language processors and how to support children at different stages of each

Undergo further training and research around supporting the development of under 2's, deepening your understanding of schemas and building confidence in your knowledge and skills

Embed makaton use in the setting for all children to support the development of a fully inclusive setting

When sharing developmental reports with parents, arrange in person meetings to engage in face to face discussions about children's progress and next steps



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.

tiney