



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:	Bethany Benison
Registration number:	TY0924040
Postcode:	NG22 9HU
Date of registration:	23.09.2024
Date of visit:	11.07.2025
Name of Quality Consultant:	Jordan Barnett
Number of children on roll:	8
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 demonstrate confidence in the setting. They show good relationships with the childminder who is competent in talking about their needs and interests. The childminder builds on children's interests through her planning of different activities and invitations to play. With a flexible routine most days, children are able to explore the environment freely, showing curiosity in the resources and benefiting from the interactions and language provided by the childminder.

The childminder demonstrates good knowledge of the statutory requirements with policies and processes embedded in the setting. Going forward, the childminder could strengthen her practice by being more descriptive in her documentation to ensure her record keeping is meeting best practice, and completing further research and training in specific areas to continue expanding and developing on her own skills and knowledge.

Professional Leadership – Good ▾

The childminder is aware of their statutory responsibilities under the Early Years Foundation Stage framework. They have numerous practices and processes in place to ensure they meet these such as completing accident forms, having regular fire drills recorded and risk assessing their home. To meet best practice, the childminder would benefit from adding further details to her records such as descriptions of children's injuries on accident forms, and ensuring all visitors are logged, even those who visit the setting when no children are present.

The childminder is aware of how to safeguard children. They have a risk assessment in place in their home, policies in place to ensure children's safety, and are aware of safeguarding procedures to follow such as documenting and reporting concerns as and when they arise. Again, to meet best practice, the childminder should strengthen her documentation skills, for example, ensuring all steps taken around concerns are logged in detail, and that outings are also risk assessed alongside the current home and garden environment risk assessments.

Quality of Education – Good ▾

Children engage in a wide range of activities to support their learning and development. The childminder sets up resources and invitations to play both in the lounge and garden, taking the children's lead with what they want to play with. The childminder offers a variety of sensory materials for children to explore such as sand, water, ice and slime. A range of tools and resources are provided for children to openly access. This enables children to feel, explore, transport and create. The childminder uses language to extend children's knowledge and interests in the moment such as, "What does it feel like?" and "Can you make a splash?", supporting children in developing their cognitive, language and physical skills.

The childminder is able to talk about children's individual stages of development and considers the skills and knowledge she is working on with the children, incorporating these into her planning. For example, different coloured bowls and items are set up in the ice tray to support one child with colour recognition. Children's interests in the moment are followed with the childminder moving with the children from activity to activity, sitting herself on the floor each time to play with the children. When the children move to the play BBQ station, the childminder immerses herself in the children's play. She plays cooperatively with the children who show enjoyment in serving the childminder a range of food from the BBQ. She adds language to children's play such as, "a bit of salt and pepper please" and adds new vocabulary such as "mustard". These interactions also role-modelled good manners to the children, with the childminder using please and thank you as each dish was served to her. Children's attention and engagement levels are built through the childminders' back and forth interactions and her not only showing interest but immersing herself in the children's play.

Personal Development and Independence – Good ▾

The childminder's use of language supports children's critical thinking skills such as using prompts to guide children's thinking. For example, when a child thought the fish was slimy, the childminder asked questions such as, "Where could we wash the fish?"... "Where would you wash your hands?" to support the child in finding their own solution of how they could clean the slime off the fish. This example demonstrated the childminder's value on 'process over product'; taking the time to support the child to think for themselves rather than jumping in with the answer.

Children are supported in 'having a go' with the childminders' language reassuring children when things don't go to plan. This was demonstrated when a child was trying to scoop a fish out of the water with a small fishing net, "it's ok, you can have another go" the childminder said, supporting the child in developing resilience and persevering with the goal the child had set themselves.

Children are regularly taken on trips out of the setting, broadening their experiences and building on their knowledge of the world around them. For example, they visit places such as Rufford Park, Clumber Park and Sundown Adventureland. The childminder also meets up with another local tiny childminder, providing opportunities for children to build on their social connections with other children. To strengthen partnership working with parents, the childminder could share her weekly schedule with parents in advance so they know what days trips are planned for and where.

Behaviour and Wellbeing – Good ▾

Children demonstrate confidence and security within the home from home environment provided by the childminder. They receive warm and gentle interactions, with the childminder often on the floor playing with the children at their height. Children interact positively with one another, they show care and consideration, with older children copying the calm and gentle interactions the childminder role-models to the younger children in the setting. When social conflicts arise between children such as two children wishing to play with the same toy, the childminder intervenes in a calm manner and puts suggestions forward such as, "We could share the fish as there is enough fish for both of you". This supports children in assessing the resources on offer and working together to find a resolution all children are happy with.

A settling in plan is in place to support children when first joining the setting, although there is some flexibility within the current settling in plan to work with parents and extend the settling in period where children are showing additional visits would be beneficial, extending the settling in procedure for all children and families would support the childminder, children and families in getting to know each other better, thus strengthen partnership working with parents from the beginning of their journey together. Through discussion, the childminder

acknowledges the benefits and positive impact a longer settling in period would have, showing the childminders ability in reflecting on her practice and her growth mindset and willingness to make adaptations and changes.

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 outings are risk assessed and written permission from parents is sought	31.07.2025 and ongoing
Ensure you have an accurate record of all visitors to the setting	31.07.2025 and ongoing

Recommendations for how the provider can enhance their provision / areas for continued professional development
Lengthen settling in process to spend more time getting to know children and families before they start at the setting
Add additional details on to your records, such as shape, size and colour of injuries on accident forms, all conversations and outcomes on your chronological concerns logs, and adding more descriptive detail to your settling in and termly reviews, reflecting in more depth of what children know and can do
Share weekly plans with parents in advance so they are aware of what trips and outings are scheduled for each week
Undertake research and training to deepen your understanding of children's behaviours and how you can support these in the setting, for example, training around SEND and schemas
Reframe praise to focus on children's efforts and motivations, avoiding using phrases such as 'good girl/boy'
Use the tiney app for writing observations on children's play and development
Build confidence in having open and honest professional conversations with parents, utilising tiney for support where needed, and inviting parents into the setting after opening hours to discuss concerns in a safe space



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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