



Quality Assurance Report 2026

In line with the EYFS Statutory Framework
and the tiney Quality Framework

tiney



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:	Rebecca Horsley
Registration number:	TY0625012
Postcode:	NG21 0GX
Date of registration:	19th June 2025
Date of visit:	4th June 2026
Name of Quality Consultant:	Ros Moseley
Number of children on roll:	3
Number of children in attendance during visit:	3
Registered assistants on site:	0
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

Rebecca provides a warm, nurturing and secure environment where children thrive. Her dedication to continuous professional development is evident in her proactive approach to learning and her reflective practice. She thoughtfully plans a stimulating curriculum that is highly responsive to children's interests, fostering their curiosity and supporting their holistic development.

Children are encouraged to be independent, make healthy choices and develop strong social and emotional skills, all within a safe and supportive setting. Rebecca's strong relationships with families and her commitment to safeguarding ensure that each child's individual needs are met with care and professionalism. It is clear that Rebecca strives for excellence, consistently seeking ways to enhance her provision and ensure the best outcomes for the children in her care.

Professional Leadership – Good ▾

Rebecca demonstrates strong professional leadership, consistently engaging in continuous professional development (CPD) with 18.5 hours completed, alongside formal webinars and tiney training. Her commitment to growth is further evidenced by her proactive approach to learning through podcasts. A recent Language Development course has significantly enhanced Rebecca's understanding of language acquisition, enabling her to provide tailored support to a child and family in her care, highlighting her dedication to individualised development.

Rebecca effectively uses children's learning journals to capture and collate observations, which she then uses to plan the next developmental steps and engaging activities. She is reflective in her practice and is working towards achieving an 'Outstanding' grading by utilising the tiney Quality Framework as a tool for self-evaluation and improvement. All children are registered on the tiney app, and an attendance policy is maintained. Furthermore, all policies and procedures are updated annually and readily accessible to parents via the tiney app, demonstrating a high level of organisation and transparency.

Rebecca exhibits a comprehensive understanding of her role as a Special Educational Needs Coordinator (SENCO). She confidently articulated her strategies for supporting a child with additional needs, which include providing suitable activities, observing the child's progress, and using these observations to inform future planning. Her strong relationships with parents are a notable strength; she actively supports families through transitions, such as moving from milk to solid foods, and works collaboratively with them to encourage self-feeding through offering finger foods and promoting independence.

Rebecca's safeguarding knowledge is robust; she understands the importance of vigilance, identifying abnormalities or changes in children, and maintaining clear records. She is clear on reporting procedures, knowing precisely who to contact within her local safeguarding team and tiney. Her complaints procedure is well-established, outlining who parents should contact within the Local Safeguarding Partners (LSP) if they wish to raise a concern. She is also adept at recognising the signs and symptoms of neglect, further ensuring children's safety. Regular fire drills are conducted, logged with dates and attendees, and all accidents and incidents are recorded and reported to parents, reinforcing her commitment to a safe environment. This strong foundation in professional practice, continuous learning, and robust safeguarding procedures justifies the 'Good' grading in Professional Leadership.

Quality of Education – Good ▾

Rebecca provides a good quality of education by skillfully tailoring her curriculum to children's individual interests and developmental needs. She effectively uses observations to ensure activities are engaging and relevant. A recent example of this was when children expressed an interest in fire engines; Rebecca responded by creating a rich learning experience. She

provided red-dyed spaghetti and pasta for 'pretend fire,' alongside a range of toys for imaginative play. She further enriched this by reading a story about a fire truck, incorporating sound effects and engaging the children fully.

Outdoor play is highly valued in Rebecca's setting, with children regularly enjoying outings to playgroups, walks, and visits to local shops. Her provision includes both an indoor and outdoor role-play kitchen (a 'mud kitchen'), offering diverse opportunities for imaginative and sensory exploration. Screen time is thoughtfully limited to calming activities or those linked to current themes, such as dance. Children also benefit from frequent social interactions through weekly playgroups and visits to places like Wheelgate Farm, broadening their experiences and social skills. Rebecca ensures access to a wide range of resources, including paint, sand and water, fostering creativity and sensory development. Physical play is well-supported with indoor soft play blocks and a slide, as well as outdoor slides, wheeled toys and balls. Children were observed actively engaged in inspecting bug hotels, which they had made previously, demonstrating a hands-on approach to learning about the natural world.

Mathematical concepts are seamlessly integrated into daily routines, such as counting '1, 2' when putting on shoes, and discussions about colours and shapes. Rebecca was observed encouraging children to extend stories, asking open-ended questions like, 'Can a brick put out a fire?' and allowing time for them to think and respond. Recognising the young age of the children in her care, she thoughtfully supports their communication by giving them ample time to formulate answers, and if needed, offers responses for them to copy, thereby building their vocabulary. Rebecca is adaptable and readily changes activities and adds resources as children's interests evolve. Her 'putting out the fire' activity, using food colouring, shaving foam, and water, coupled with 'Fireman Sam' songs, generated rich, interactive two-way conversations, allowing children time to think and respond. The playroom is thoughtfully arranged to encourage self-selection, with all resources accessible at the children's level, promoting independence. Transitions are managed smoothly, with gentle reminders about what is coming next, such as handwashing for lunch. Rebecca also incorporates practical life skills, baking cookies and other delights with the children, giving them ingredients to measure and mix. Songs are used throughout the day, indoors and outdoors, including songs about germs during handwashing. Rebecca was observed supporting a young child with a jigsaw puzzle, demonstrating her understanding of young children's short concentration spans and her ability to offer a variety of self-selection toys, equipment, and regular outings to keep them engaged and learning. These practices collectively demonstrate a good quality of education.

Personal Development and Independence– Good ▾

Rebecca provides good support for personal development and independence, consistently offering positive and supportive praise for children's achievements. Whether it's mastering the skill of putting on their own shoes, zipping up a coat, or feeding themselves, Rebecca's encouragement fosters a strong sense of accomplishment and self-efficacy in the children. This positive reinforcement is crucial for building their confidence and encouraging them to

tackle new challenges.

Considering the young age of the children in her care, Rebecca thoughtfully encourages their participation in practical life skills and household tasks. Children are encouraged to help tidy up, such as cleaning tables after lunch or washing play cars after activities involving shaving foam. She extends this to other domestic responsibilities, involving them in vacuuming with toy vacuums and assisting with sorting, washing or wiping tables. Rebecca was observed patiently encouraging a child who was struggling to put on his shoes, saying, 'keep trying.' Following his successful completion of putting on both shoes and fastening the Velcro, she provided appropriate and specific praise, reinforcing his perseverance and effort.

Rebecca handles personal care with utmost respect and consideration for the child's dignity. During nappy changing, she was observed using her body to shield the child from the view of other children in the room, demonstrating a sensitive and professional approach. Toilet accidents are managed carefully and without fuss. Rebecca works closely with parents regarding eating and sleeping routines, demonstrating a clear understanding of safer sleep practices. Younger children sleep in a travel cot in a cool, dark room, adhering to safer sleep guidelines. Rebecca provides healthy lunches, such as cheese sandwiches, fruit and yogurt, and encourages children to feed themselves, offering support when needed. For children who stay longer, she prepares homemade soups, pasta, and fully cooked dinners, ensuring all food is cut to a suitable size to prevent choking. Rebecca is fully aware of any allergies or intolerances the children may have and maintains regular, open communication with parents to ensure their specific needs are met. It is noted there was a missed opportunity to discuss germs more explicitly during handwashing, beyond singing songs, which could further enhance children's understanding of hygiene.

Behaviour and Wellbeing

Good ▾

Rebecca creates a positive emotional environment, providing a warm and comforting setting where children develop secure attachments. This is evident in how children confidently welcome visitors into the setting, demonstrating their sense of security and belonging. Rebecca actively promotes positive interactions among the children, guiding them to take turns, share toys and equipment, and use polite language such as 'please' and 'thank you.' She engages in meaningful conversations with children about the impact of actions like snatching, helping them understand how such behaviour can make others feel, thereby fostering empathy and good manners.

Rebecca effectively uses co-regulation strategies to support children's emotional wellbeing. She employs breathing methods for calming and openly discusses emotions, even sharing her own feelings with the children, such as how certain things can make her sad. This open approach helps children to identify and articulate their own emotions. She explained how she uses a soft toy as a comforting tool for children when their emotions become overwhelming, providing a tangible resource for self-regulation. Rebecca ensures individual interactions with each child in her care, making sure every child receives dedicated attention. She was observed moving between children, checking on their wellbeing and offering

support with activities, demonstrating her attentiveness and nurturing approach.

The setting includes a thoughtfully designed 'cosy corner tent' equipped with sensory resources, providing a dedicated space for children to self-regulate. Children were observed confidently utilising this space, sometimes choosing to close the door and remain there for as long as they felt necessary, with Rebecca gently checking on their comfort. Rebecca places significant importance on the settling-in procedure, acknowledging that each child is unique. She shared how, in collaboration with parents, she tailors the settling-in process to meet the individual needs of both the children and their families, ensuring a smooth and supportive transition into her care. Children have continuous access to a wide range of toys and equipment, allowing for ample time for uninterrupted play, during which Rebecca observes and provides support as needed. This comprehensive approach to nurturing relationships, managing behaviour, and supporting emotional wellbeing justifies the 'Good' grading in Behaviour and Wellbeing.

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

Any Required Compliance Actions from this visit?	Deadline for completion
Any Required Quality Actions from this visit?	Deadline for completion
Consider registering mum as an assistant	June 2026 / when required
Log all CPD, podcast, research reading etc	June 2026 and ongoing
Use the Quality Framework to further develop your setting and work towards an outstanding grade for next year.	June 2026 and ongoing
Enjoyment and strengths <i>(Recommendations linked to what gives the childminder energy, enjoyment and motivation: the strengths or passions to keep nurturing)</i>	



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