



Quality Assurance Report **2023**

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; 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.



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	Blerina Cenuka
Registration number	TY100003
Postcode	N22 5AN
Date of visit	1st December 2023
Name of Quality Consultant	Michelle Peters
Date of registration	09/12/2019
Number of children on roll	11 (3 attend just for school holidays/half terms)
Number of children in attendance during visit	5
Registered assistants on site	1
Evidence of any previous actions being met	Yes
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

Blerina's Tiney home nursery is a happy and nurturing environment where the children have access to two well equipped playrooms and a garden. The setting is warm and inviting, it is full of resources and experiences to promote independence, confidence, interest, and excitement in all of the children as they learn through play. The children have established strong relationships with each other, the childminder and her assistant, and their needs and wants are respected and met by the adults who are caring and attentive in their approach. Blerina is passionate about childcare and her practice is reflective, ensuring that the children's outcomes are ambitious, based around their interests, and there is a strong sense that the children are having fun in all aspects of their day.

Blerina is flexible in her approach, for example, when she is reading a story and some of the children are not engaged, she reacts quickly and offers alternatives. This adaptation maintains the children's engagement and ensures that they are continuously learning. The childminder has implemented an effective early years curriculum and plans well for the children's next steps, ensuring that these are kept up to date; she refers to the 'Development Matters' guidance document to support her practice. Additionally, Blerina uses the tiney quality framework as a reflection tool to ensure that her setting maintains its high standards.

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

The children are taken out on regular trips into the community and meet up with other local childminders, offering the children the opportunity to further develop their social skills as they interact with other children. Blerina carries out regular risk assessments of her environment, as well as for outings, minimising potential risks to the children, always obtaining signed permission from parents before taking the children out of the setting. The children are aware of potential risks in the environment, and are supported by Blerina to implement action to help to mitigate risks, such as by making sure some spilt water is immediately cleaned up.

Leadership and Management – Outstanding ▾

Blerina and her assistants are fully aware of their role and responsibility to keep the children safe from harm and abuse. They have good knowledge of all aspects of safeguarding, including the 'Prevent Duty' and 'FGM' and Blerina understands her role as a designated safeguarding lead. All adults in the setting know who to report to if they have a concern about a child or an adult, such as MASH, LADO and tiney, and record keeping is robust. The childminder ensures that her assistants are given an induction, thorough support, and they have regular supervision. Blerina works very well with her assistants, evaluating with them daily and taking their opinions into planning for the children's next steps.

The childminder keeps up to date with current legislation, and both her and her assistants actively engage with training to improve their knowledge and the quality of education offered to the children. All members of staff exceed the required hours of CPD, and are committed to developing their skills. Recently Blerina shared a safeguarding experience with other members of the tiney community to give other childminders the opportunity to enhance their knowledge from her personal experience, evidencing how well she engages with other professionals.

All of the settings policies are up to date and are on the app for parents to view, and parents confirm that they have seen them. Blerina has a good relationship with the schools that the children move onto, she sends a transition report to them, and she supports parents with a transition document.

Quality of Education – Outstanding ▾

The childminder is exceptionally responsive to the children, and she provides an inclusive environment, where she adapts activities to meet all of the individual children's needs. She has a good understanding of how to support children if they require additional support, and where to seek this support if required. Language development is promoted by Blerina and there is consistent communication in the setting, with the children confidently engaging with all adults and peers. The children speak beautifully to each other, sharing ideas whilst engaged cooperatively in play in the home corner, and the adults provide a vocabulary rich environment using elaborate and descriptive words.

For the children who have English as an additional language there are books in different languages in the book corner, different languages are embraced during a circle time, and all of the children attend a weekly French lesson which is based around music and drama.

There are consistently high quality learning experiences with purposeful learning intentions and Blerina explains that the children have made a gingerbread mixture that morning. The children are able to confidently tell me what ingredients they have used in the mixture. This activity is reinforced when the childminder reads the 'Gingerbread Man' storybook before the children cut and decorate their individual biscuits. The activity is further extended as the children are able to retell the story independently, with gentle prompts from the childminder, creating an interactive storytime encouraging the children's participation.

Blerina communicates with parents on a regular basis inviting them into the setting for regular updates on their child's development. Parents are happy with Blerina's care which is evident from the testimonials that she has received. The childminder uses the tiny app to upload observations of the children's achievements, as well as completing their statutory assessments, such as the progress check at two. The settling in process is adapted to each child's needs with parents working in partnership to aid the process, and they share information with Blerina as she gets to know a new family.

Personal Development and Independence– Outstanding ▾

Blerina promotes cultural diversity in her Tiny home and encourages the children to celebrate different cultures and festivals, enabling the children to share their own heritage, cultures and traditions. For example, all of the children recently made Diwali lanterns. The children have just started learning about Christmas and a parent is coming in next week to talk to the children about Hanukkah. Blerina uses the children's own starting points of the children's background and culture to explain to the children about different communities, helping to teach the children that they are unique; differences are celebrated.

The children's views are taken into account. For instance during circle time, the children voted for which book they would like the childminder to read, evidencing embedded British Values. The setting respects children and is sensitive to the children's care routines. For example, Blerina's assistant is observed using a screen for privacy during intimate care, chatting to the children calmly and engaging in conversation during the nappy change.

Children are taught independence in managing their own personal hygiene and they know to wash their hands before meals, after going to the toilet, before and after the baking activity, and they are told 'scrub, scrub' as they wash their hands. The childminder works closely with parents to support children when toilet training using books to help teach this new skill.

When children begin attending the setting, Blerina finds out about their dietary and health care needs and ensures that she is offering a fully inclusive provision to meet the children's needs, for example one child can only eat Halal meat so Blerina uses this for all the children.

Children self-serve at meal times and recycle their leftovers into a communal bowl, however practice can be further enhanced if the adults offer the children the opportunity to take on leadership roles in the setting, for example, wiping the tables after lunch time or making their own beds. The children are involved in real life independent experiences, such as growing sunflowers and tomatoes, and will go to the shops to buy ingredients for cooking activities throughout the year.

Behaviour and Wellbeing – Outstanding ▾

The childminder encourages the children to talk about their feelings, express their emotions, and there are lots of opportunities around the setting for self regulation, promoting a calm environment which supports the children's emotional well-being.

Children who have English as an additional language have the opportunity to use a visual emotion board to express their feelings. Blerina, and her assistants, are observed listening to children, respecting how they are feeling, and offering strategies to support children's emotional wellbeing. Sharing and turn taking between the children is promoted in the setting with the use of sand timers, when the childminder feels it is appropriate.

Blerina and her assistant speak to the children with respect, model exemplary behaviour, and both have a calm nature showing patience to support all of the children. They provide exciting opportunities for uninterrupted play, both inside and outdoors, showing sensitivity when the children are engaged in play together not to disrupt them. Children benefit from good-quality sleep and the childminder has good arrangements in place to ensure that the children are closely supervised at these times. The children would benefit from some additional gross motor activities both inside and outdoors.

Professionalism, Attitudes and Engagement – Outstanding ▾

Blerina embraces the tiney values and the community, and as a community coach promotes this to the childminders that she coaches. She attends local events, such as 'The Big Toddle', both for the benefit of the children, and to allow further opportunities to network with other professionals, as she advocates for tiney. She uses the app as her main platform for sharing information with parents, all parts of the children's passport have been completed, and she uses it to record her CPD.

Blerina has taken on board all of the recommendations from her last quality assurance visit and was proud to show this to the consultant, agreeing that this has enhanced her provision. Since her recent attendance at the tiney INSET day Blerina has implemented some new activities into her setting from the Circus skills workshop. She has introduced coloured scarves into the setting and the children use these for calming down and for sensory activities.

The childminder has developed excellent partnerships with the parents, sharing information with them daily, and involving them in aspects of the children's learning. For example, recently she invited two parents into the setting to share their professions with the children. Blerina makes adaptations to help parents offering early drops off when parents need it, and her close relationship with families supports open communication.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
To date the policies she is now uploading to the App (they are dated on her laptop)	Yes	
To add specific dates against the targets for her assistants	Yes	

Any Required Actions from this visit?	Date of completion
N/A	N/A

Recommendations for how the provider can enhance their provision / areas for continued professional development
Provide more gross motor opportunities & climbing activities both inside & outside
Offer the children the opportunity to take on leadership roles in the setting, for example, making their own beds or wiping the tables after lunch time



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