



Quality Assurance Report 2024

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:	Katy Frederick
Registration number:	TY0823040
Postcode:	BH24 3HG
Date of registration:	18.8.23
Date of visit:	2.8.24
Name of Quality Consultant:	Claire Estcourt
Number of children on roll:	9
Number of children in attendance during visit:	2
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

Children receive a high standard of care and education in this setting that is situated in the middle of a family farm and surrounded by farm animals. A cleverly converted triple garage has been adapted to provide children with four rooms used for various activities. For example, they have a large, well equipped playroom, a separate messy play room for creative activities, a designated sleep room which enables restful sleep and a bathroom fitted to support children's independence in self-care routines. Children freely access a large garden equipped with inventive resources where they can develop their physical skills and develop healthy lifestyles. For example, they dig in a large mud pit made from a tractor tyre and develop their hand-eye coordination.

Katy actively promotes mindfulness with the children and believes that children's wellbeing and mental health is nurtured when engaging with the natural world and interacting with animals. As a result, children are relaxed, happy and act with kindness and consideration for others. Regular trips out on the farm enable children to immerse themselves in the tranquillity of nature as they help to feed the goats or collect eggs from the chickens, which they then kindly deliver to the farmer. They learn how to be kind and considerate to the animals and display high levels of respect as they enter their pens or fields and know that if the animals walk away, they must leave them alone.

Children learn to be independent and have numerous opportunities to learn life skills that will support them in the future. For example, they forage for their own fruit and vegetables around the farm and learn how to cut them up for snacks and meals. They spend valuable time exploring the vegetable patch and fields and notice the fruit growing in the trees. Katy expertly uses children's interests to teach them interesting facts about food they eat and introduces children to new vocabulary that supports their speech and language well. For instance, children learn that the fruit needs to be ripe before picking and Katy expertly explains that ripe means big and juicy.

Leadership and Management – Good ▾

Katy has set up a magnificent setting in her first year as a childminder and worked really hard to build a good reputation in the area, which has resulted in a long waiting list. Current parents speak highly of Katy and praise the high standard of education she provides the children, and how they particularly welcome her informative handovers and exchanges of information each week. She has built highly effective partnerships with parents, which means she knows each family setup and celebrates this within her setting. For example, parents work in partnership with Katy to incubate eggs at home then bring them into the setting for children to see them hatch and learn all about the lifecycle of a chicken.

Katy is fully trained in safeguarding, including the wider safeguarding issues of FGM and is fully aware of her role in protecting children. She has clear policies in place that are shared with parents effectively and highlight the procedures to follow if concerned about a child's welfare. She talks confidently about the three “R’s” to recognise, respond and refer and demonstrates a sound knowledge of what to do if she is ever concerned that a child is being abused.

Risk Assessments are completed and reviewed regularly to ensure that children are kept safe and secure. They document possible hazards and identify measures to reduce risks in the setting, out on trips and during time spent on the farm. Katy is an excellent role model to the children and teaches them how to keep themselves safe and follow golden rules that she displays on the wall for reference. For example, on farm visits children learn how to treat animals kindly and to respect their space. They know not to chase the animals and that if they walk away it means they want to be left alone.

Children receive a personalised learning environment that takes account of their family background. For example, the role play area is adapted and celebrates parent’s careers, when set up as a doctors surgery or baby clinic. Katy invites the local health visitor into the setting and children become familiar with medical professionals that they may come into contact with and build positive connections with the community. Katy welcomes the support offered by health visitors and speaks passionately about the positive impact this has had when supporting children's sleep routines.

The standard of education provided by Katy is good and based on weekly themes that interest the children. The current topic of the seaside is embedded throughout the setting with various engaging and interesting learning opportunities set up for children to explore and investigate. For example, children develop their physical skills as they climb and bounce on giant inflatable sea creatures. Weekly logs of activities, learning outcomes and implementation are shared with parents so they know what children are fully included in their children's learning. These inspiring written plans are highly detailed and time consuming which impacts negatively on Katy's home life. It would benefit her if she reduced the extensive amount of paperwork she completes outside of working hours and utilises the learning journeys in the tiny app more effectively.

Children go on a walk around the farm and visit all of the animals, checking that they have water and hand feeding them. They go into the chicken pen and are excited to check if there are any eggs in the coop. They know to slowly lift the lid and then gently pick up the eggs. Katy talks about how the children have learnt that the eggs crack in their hands or smash if they drop them on the floor. As children pick up the eggs, they notice that they are warm and Katy takes the opportunity to teach them that it means they are freshly laid, utilising every moment to teach the children something new. The children gently stroke the chickens and are encouraged by Katy to be careful not to scare them. She uses language like 'fragile' to describe the eggs and teaches children about life cycles as children go to check on the recently hatched chicks in the field.

Katy is skilled at supporting children's speech and language development and engages in numerous conversations with them that introduces new words and meanings. This helps them to be able to express their own ideas, thoughts and wishes effectively. Katy's open-ended questioning techniques encourage children to think as she asks, "What might happen?" or "What if?" and children then respond with their own suggestions. For example, Katy asks the children, "What might we see at the front door?" and encourages them to consider the dangers on the farm and how to keep safe when they go out. Children learn new words during activities as Katy encourages children to describe things they can see and she expertly introduces them to extended vocabulary. ie, a beak means a bird's mouth. As a result, children become fluent talkers at an early age.

Children are excited to play alongside Katy and quickly join her when she introduces story time, with the book of the week. Katy's interactions with the children are playful and fun, which engages their interest and they are encapsulated by her storytelling. They gaze at her in absolute awe as she reads and makes them giggle. Children are fully involved in story time and make animal noises or answer questions about what they can see in the pictures. Katy recognises that children need time to think and respond and makes sure that she supports their learning accordingly. She encourages children to look at the pictures in the book and notice similarities and differences. For example, children discover different breeds of birds are different colours and have different shaped beaks. There is a good balance of adult led and child initiated learning, seen when children decide to choose a book to read

and bring it to Katy. Everyone acts out the story together as they stomp like the elephant and practise different ways of moving to develop their physical skills. Katy then extends the activity further to include action songs as she encourages children to think of songs that relate to the books they have read. Children choose sleeping bunnies and sleeping elephants and practise more physical skills, embedding their learning through repetition, as they hop, jump and stomp.

Personal Development and Independence– Outstanding ▾

The environment has been extremely well thought through and enables children to care for their personal needs independently. For example, a nose wiping station is provided where children can access tissues to wipe their noses themselves and wet wipes to clean their hands afterwards. Children follow a visual routine that is displayed on a poster to remind them of the different stages they go through when wiping their nose, and know to throw their tissues or wipes in the bin when they are finished. As a result, children care for their own personal needs well.

Children learn skills that will help to make them self-sufficient in the future as they complete daily tasks for themselves and are involved in routine activities such as meal times. Children decide on the fruit and vegetables that they would like on the menu, then pick their own from trees or from the veggie patch during walks around the farm. They complete daily checks on the fruit growing in the trees and learn that when it's ripe, big and juicy it will be ready to pick. Their interest in food and where it comes from is fostered exceptionally well through natural discussions at mealtimes as children discover that strawberries are bigger than raspberries and describe the similarities and differences between the fruits. Katy's highly effective interactions with the children mean that they regularly learn new knowledge, for example, she informs them that strawberries hang on stalks and encourages children to chop them up to see what's inside. Children enthusiastically follow her lead and use their investigation skills as they decide which are their favourite fruits and vegetables.

Hygiene practices are fully embedded into the daily routine and children know when to wash their hands throughout the day. For example, they immediately take themselves to the bathroom to wash their hands before snacks and wipe them on colour coded hand towels to stop the risk of cross contamination. Children learn about germs and how to protect themselves from illness, as well as the risks to their health when visiting the farm if they don't wash their hands regularly. Regular stops to use hand gel mean that children can enjoy their time on the farm well protected. Katy sings a song each time children wash their hands and they quickly catch on to the quirky, rhythmic song and join in with her, learning that "Germs are dirty, germs are dirty, wash your hands, wash your hands."

Katy's fun loving attitude is testament to children's eagerness to be independent and her constant praise and reassurances boost their confidence and means they want to try things out for themselves. For example, children choose to experiment with different food items as they pretend to make their own icecreams and select their favourite flavours and smells as they explore with their senses. Katy sits back and observes children so they have space to

explore and use their own ideas in their play and allows for their independent play.

Katy gathers a wealth of information from parents when children first start at her setting and keeps in regular contact to ascertain any changes in routines at home so that she can adapt where necessary. As a result, children feel safe and secure in her care and are content when transitioning through to their sleep times. Care routines from home are followed so that children receive continuity of care and can rest when they need to. Children quickly adapt and help Katy to prepare their sleep room where there is an ample supply of clean bedding and a selection of cots or sleep mats for children to sleep in or on. Regular ten minute personal checks on children throughout their rest period means that they are monitored effectively and kept safe while they nap. The cosy space that she has created has also become a place for children to access when they feel they need to relax or have time to themselves which fully supports children to self-regulate when emotions become heightened. As a result, children then return to play rejuvenated and ready to learn.

Behaviour and Wellbeing – Good ▾

Children behave exceptionally well with Katy as a good role model. They engage in mindful activities that support their emotional wellbeing which includes plenty of access to the outside and nature. Katy promotes wellbeing and recognises the value of farm life, stating in her farm policy that, “Children learn a lot from having contact with animals. Research shows clear links with the development of PSED when caring for animals and engaging with the animals and the natural world.” She explains how children learn through conversations on trips around the farm, ask questions and learn to be respectful of the animals and their homes. Children develop healthy lifestyles as they access plenty of fresh air and explore the woods and river closeby. Katy ignites children's love of the outside with inspirational activities that spark their interest and as a result, they are keen to join her on trips out. For example, Katy hides a bear in a farm hut and takes the children through the woods, across the river and into the long grass to act out the Bear Hunt story and search for the teddy bear. Children then recall the event to visitors with excitement and look back over photos to remind them of the day.

Katy is intent on making each child feel welcomed, valued and included in her setting and displays photographs of each child in various parts of the environment. For example, children have their photos above their pegs, on their table mats and on displays. She has developed this even further to include family photos and pictures of the children's pets in ‘all about me’ books, that they then share with their friends and learn all about each other's backgrounds and beliefs. As a result, children learn about the diverse world they live in and are accepting of differences between themselves and others.

The environment has numerous prompts displayed to support children's behaviour and wellbeing. For example, “magic words” support children to be kind to one another. Katy reinforces them naturally throughout her interactions with children and regularly provides them with affirmations. For instance, “that was really good listening, thank you”. Children then mirror Katy's behaviour and naturally use please and thank you in their play. This boosts children's self-esteem and encourages positive interactions between children.

Katy's commitment and passion for providing children with high quality education and care is evident and she has worked extremely hard to build a setting that is professionally managed and well organised. Katy has built good relationships with parents and families and has developed her own procedures for information sharing that include a shared drive where parents can access information and support relating to childcare and education. For example, information packs are available that provide valuable support in potty training. She provides parents with weekly updates and positively promotes the learning achieved through messy play. For example, she displays a poster that celebrates messy play and the learning that comes from a dirty shirt at the end of the day. As a result, parents are fully included in their children's learning and know where to go for help.

Katy takes children on trips and outings out into the local community. For instance, a recent trip to the new forest country show gave children opportunities to mix with the locals and experience a vast array of competitions and displays. They were interested in the size of fruits and vegetables grown by the local community and were able to relate to the horse show following their own pony rides on the farm. This could be developed further if Katy linked with the tiney community to attend events such as the big toddle.

Katy is a reflective practitioner and utilises training available through the tiney app. She chooses courses to widen her own knowledge and recognises areas where she would benefit from additional training. For example, recent training has helped Katy to implement strategies to support children's concentration and attention. This has particularly benefited the children who have additional educational needs and all children are excited to join in with bucket time. Katy reflects on future plans and adaptations that she would like to make to the garden. She has a clear vision to introduce a music wall to develop children's expressive arts and design. She is constantly researching and looking for new ideas for activities and would benefit from interacting with the tiney community and the local tiney coach who have a wealth of experience and ideas that she would find useful.

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

Any Required Actions from this visit?	Deadline for completion

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

Reposition displays so they are at child level and enable them to celebrate their achievements fully

Hone in on your forest school training and experience to develop resources so that they are open-ended and extend children's curiosity further

Reduce the amount of paperwork involved in planning and learning journey books by adapting the way you use the tiney app to share children's achievements and next steps

Engage with the tiney coach for your area and the tiney community, so children can join in with social events and build their social skills further

Consider the layout of your policies so they are all in a consistent format



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