



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.

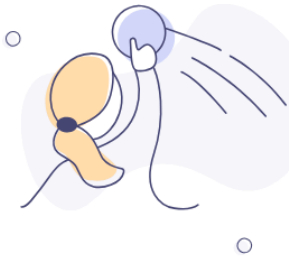
Implementation

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:	Katy Frederick
Registration number:	TY0823040
Postcode:	BH24 3HG
Date of registration:	16/08/2023
Date of visit:	02/07/2025
Name of Quality Consultant:	Lianne Bullock
Number of children on roll:	6
Number of children in attendance during visit:	2 (plus 1 own child)
Registered assistants on site:	0
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

Katy's setting offers a warm, nurturing environment where children are supported to thrive emotionally, socially and physically. Her child-centred approach ensures that each child's interests, needs and individual ways of doing things are recognised and celebrated. Through consistent routines, clear boundaries, and an ethos rooted in respect and kindness, Katy fosters children's confidence, independence and emotional security.

Set within a working farm, the setting provides rich, hands-on learning experiences that connect children with nature and the real world. Children are given opportunities to collect eggs, pick strawberries, and explore fresh produce, while engaging with friendly farmers who are part of their wider learning community. These experiences not only encourage curiosity and responsibility but also promote healthy eating, sustainability, and a strong sense of place and belonging.

Katy's commitment to supporting each child's personal development is evident through her thoughtful planning, meaningful interactions, and flexible routines. Children are given space to develop independence, from self-care tasks to making decisions in their play and learning. With a focus on wellbeing, resilience, and real-life experiences, Katy's setting provides a truly enriching start to every child's learning journey.

Professional Leadership – Outstanding ▾

Katy demonstrates strong professional leadership in her role as a childminder, consistently upholding high standards across all areas of compliance, safeguarding, and setting management. She is proactive in maintaining key statutory documents and certifications, with DBS checks for herself and household members valid and registered on the Update Service, first aid and car business insurance in place, and ICO registration up-to-date. Katy ensures compliance by keeping her childcare register, learning journals, and CPD logs current, demonstrating a solid grasp of her responsibilities. With over 31 hours of CPD, she shows a clear commitment to continuous professional development and has undertaken recent training in areas such as nutrition and outdoor learning. She effectively utilises digital tools, including the tiney app, to maintain essential records such as policies (reviewed and uploaded), medication forms, and permissions, although she has been encouraged to fully standardise templates using tiney's own medical consent forms. Her commitment to safety is evident through thorough risk assessments for all areas of practice—including specific activities such as chick hatching and farm interactions—as well as her routine fire safety checks and the presence of a grab-and-go emergency bag. She also monitors accident trends using a tracker and uses this data to inform improvements to her environment, showing thoughtful leadership and reflective practice.

Katy's leadership extends beyond compliance, as she creates a nurturing, innovative and collaborative environment that benefits children, families and the wider early years community. She has developed a strong vision for her setting, "The Farmer's Den," transforming a large garage into a rich, engaging learning space that reflects her pedagogical approach, tailored to the needs of her children and community. Katy builds excellent partnerships with families, offering settling-in discussions, stay-and-play events that include pony rides, and regular communication via the app and WhatsApp, ensuring that parents feel valued and involved in their child's learning. This is evident in Katy's long waiting list, which includes many younger siblings of existing families. Katy also supports children's transitions by building links with other early years settings and schools. She is forward-thinking, developing both indoor and outdoor spaces based on children's interests and developmental needs, including plans for a music and investigation stations. Her use of self-reflection and evaluation drives ongoing improvement, with a recommendation to further embed tiney's Quality Framework into her routine practice. Katy's actions and attitude exemplify strong professional leadership, inspiring trust from families, and promoting continuous growth and high-quality care.

Katy delivers a rich, responsive, and ambitious curriculum that is deeply embedded in all seven areas of learning and development. Her educational approach is child-led and centred on the children's evolving interests, while still providing thoughtful structure and progression. Children confidently explore, investigate, and collaborate in a highly engaging learning environment where curiosity and creativity are nurtured at every turn. Katy skilfully extends vocabulary through natural, context-rich interactions, such as discussing "turbulence" during imaginative flight play, or introducing scientific thinking as children explore forces with a see-saw and wind-blown tunnels. She provides immersive storytelling experiences where children predict, question, and co-create narratives, such as through books like *Stick Man* and *Zog*, supporting not only literacy but also emotional development and problem-solving. Katy's use of provocations, such as the bubble-filled water tray in the discovery area, encourages children to test ideas, develop hypotheses, and engage in sustained shared thinking. Children are encouraged to take risks within safe boundaries, such as engaging in outdoor challenges and messy play, building confidence and resilience.

Assessment is purposeful and well-structured, with Katy using a variety of tools including Starting Point Records, termly reviews, and the EYFS Progress Summary to accurately capture each child's development and tailor next steps. Planning is flexible and collaborative, often co-constructed with the children—for example, the 'All About Me' theme is enhanced through identity and diversity work, including self-portraits and discussions around families and communities. Katy clearly understands the importance of building on children's interests while also exposing them to new concepts, as seen through her integration of maths (e.g. early subitising and problem-solving with padlocks), creative arts, and sensory exploration. Her provision supports all learning styles and schemas, with resources well-labelled for independent access, and children actively involved in decision-making about their play and learning. The art room, nature collections, and story-enhanced problem-solving activities reflect Katy's commitment to meaningful, process-led experiences. Katy shares learning packs and home activity ideas with parents, strengthening continuity of learning and offering differentiated support. Her curriculum is vibrant, inclusive, and highly effective in nurturing confident, capable, and curious learners.

Personal Development and Independence– Outstanding ▾

Katy creates a nurturing, respectful and empowering environment where children's personal development and independence are at the heart of everyday practice. From a young age, children are supported to make their own choices and lead aspects of their own care and learning. They self-serve drinks from labelled jugs, collect their personalised placemats, and take responsibility for dressing themselves before going outdoors. Katy applies the principle of "help as much as needed, and as little as necessary," encouraging children to try tasks themselves before offering assistance. Facilities such as a child-sized bathroom with low-level sinks and toilets support children's ability to manage their hygiene routines independently. Handwashing is embedded into the daily rhythm, with children confidently

singing a 'goodbye germs' song, reinforcing healthy habits through enjoyable repetition. Meal discussions promote awareness of healthy eating, and discussions about where the food came from. Katy also introduces sustainability themes in child-friendly ways, such as sorting real recyclable materials during Recycling Week, helping children understand their role in caring for the planet.

Children's views, interests and cultural identities are deeply respected and meaningfully incorporated into the setting. Katy gathers children's input during play and makes regular adjustments to the environment based on their preferences. Opportunities for risky play, such as balance beams or managing the transition outdoors with awareness of surroundings (looking out for animals, cars and tractors), are used to develop children's ability to assess risk independently. Real-life experiences are a key feature of the setting; children collect eggs, plant and eat strawberries, and harvest vegetables from a farm garden. These activities foster responsibility, resilience, and a strong sense of competence. Cultural diversity is celebrated thoughtfully through events such as an Indian tasting week and tailored support for children's home languages and heritage, including native words and national days. Katy provides consistent encouragement for independence, from selecting creative resources like paint and aprons to developing personal care and school readiness skills, ensuring children grow into confident, capable individuals prepared for their next steps.

Behaviour and Wellbeing – Outstanding ▾

Katy creates a warm, responsive and emotionally attuned environment where children feel safe, respected and deeply understood. She prioritises building secure attachments through consistent, sensitive interactions, ensuring each child's emotional needs are met in the moment. Whether offering cuddles when a child is upset, or introducing calming sensory environments like the quiet room with soft lights and projectors, Katy adapts her approach to support children's wellbeing. Children are taught to recognise and label their emotions through daily conversations, mirror play, and storybook discussions. Tools such as the 'now and next' board are used to support children with self-regulation and help navigate big emotions, particularly during transitions. Katy's use of makaton, flash cards, and close collaboration with families and professionals for children with additional needs shows her commitment to tailored emotional support.

Respectful behaviour and empathy are modelled and reinforced in age-appropriate ways. Children are reminded to use "kind hands" and say "sorry" when necessary, with guidance and explanations that help them understand the impact of their actions. Katy creates a calm, consistent atmosphere, underpinned by clear expectations such as the "Five Golden Values" and displays like the "Magic Words" wall. These values—along with positive reinforcement and deliberate praise—help children internalise respectful behaviour and develop strong peer relationships. Katy skillfully intervenes before disagreements escalate, offering opportunities for collaborative problem-solving, such as when children work together to stop a tunnel blowing in the wind. She supports major life changes, such as the arrival of new siblings, by remaining alert to emotional shifts and discussing these transitions with sensitivity. Through strong, trusting relationships, consistent routines, and respectful communication, Katy

ensures that every child feels seen, heard, and emotionally supported.

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

Any Required Actions from this visit?	Deadline for completion
Complete fire drill logs - in addition to the fire alarm record.	09/07/2025

Recommendations for how the provider can enhance their provision / areas for continued professional development
Consider undertaking SEND specific training to help children in the setting.
Consider using tiny Medical Consent forms for consistency of templates.
Fully integrate the Quality Framework, using it to drive continuous improvement.
Research other ways to help the children to self-regulate their emotions using innovative approaches – such as using 'Breathing Buddies.'
Help children to engage with people from diverse communities, such as meeting people from different occupations, different family make ups, or visiting various religious settings.



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