



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:	Kelly-Ann Burrows
Registration number:	TY0523020
Postcode:	NG16 3ER
Date of registration:	23rd May 2023
Date of visit:	20/04/2026
Name of Quality Consultant:	Marianne McDowell
Number of children on roll:	20
Number of children in attendance during visit:	5
Registered assistants on site:	Y - Marisha
Evidence of any previous actions being met:	Y
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

Kelly provides a warm, engaging and highly supportive environment where children thrive, feel valued and are actively encouraged to develop independence and self-care skills. The setting, including its new cabin, offers a rich array of learning experiences, fostering curiosity and language development through thoughtful activities and interactions. While already demonstrating strong professional leadership and a positive emotional atmosphere, Kelly is committed to continuous improvement, ensuring children's wellbeing and development remain at the heart of her practice.

Kelly demonstrates strong professional leadership, establishing a well organised and generally compliant setting. Her proactive approach is evident in the seamless integration of her new cabin for childminding activities. The induction process for Kelly's assistant, Marisha, was comprehensive, encompassing tiney onboarding, thorough reference checks and adherence to safer recruitment guidelines, ensuring all policies and procedures were read and understood at the start. Kelly meticulously maintains all essential documentation, including her ICO registration, displayed Public Liability and Employer's Liability insurances, her registration certificate, First Aid certification, and a ratio variation letter. Risk assessments are diligently completed for all areas of the house, garden and the newly added cabin, serving as working documents that adapt to changes, such as the current development of the cabin garden.

A culture of continuous practice evaluation is fostered through effective assistant management. Regular supervision, appraisals and peer observation records are consistently maintained and completed, drawing on both Kelly's and Marisha's nursery experience to strengthen practice. This is further supported by completed staff wellbeing questionnaires. Parent feedback is overwhelmingly positive, with annual questionnaires yielding comments such as 'they are the best' and appreciation for 'regular feedback' and the 'great' tiney app. Strong safeguarding practices are embedded, including constant supervision during mealtimes, safe food preparation (e.g., chopped grapes), adherence to safer sleep guidance and thorough accident, pre-existing injuries and medication forms, all signed and detailed appropriately. Children's passports are fully completed, with all necessary consents in place, and transitions for children moving to school are well-supported through stories, daily school run discussions, and information sharing with other settings where shared care exists.

While many safeguarding aspects are robust, immediate action is required regarding Kelly's DBS certificate, which has recently past tiney's required 3 year expiration period, only last week. An application was submitted on the same date, but the completed check has not yet been received. Other areas identified for development include enhancing fire drill logs by consistently recording the time taken to exit the building, evaluating any encounters or hazards identified during drills, and conducting a specific drill within the new cabin in the coming fortnight. Furthermore, an attendance policy needs to be implemented, and a review is needed for some existing policies that have not been updated since March 2025. All policies, once updated, require uploading to the tiney app as a preference. Despite these identified areas for development, Kelly's strong professional foundations, evidenced by her meticulous organisation, proactive management and commitment to safeguarding and quality practice highlight a secure knowledge base and high quality setting.

Kelly and Marisha consistently provide a good quality of education, demonstrating a clear understanding of the Early Years Foundation Stage (EYFS) framework. They maintain comprehensive development records, including twice-monthly observations and adapted

six-monthly reviews, effectively utilising flower trackers to monitor progress and inform next steps based on the 'Development Matters' non-statutory guidance. The learning environment is rich and stimulating, evident in activities like identifying and making 'planets' with coloured rice and hand-held tools, designed to extend vocabulary (e.g., 'craters' and 'astronauts') and strengthen fine motor skills. Kelly skilfully engages children with open questions, while Marisha provides warm, responsive interactions, fostering strong bonds with the youngest children. Both practitioners have an excellent working relationship.

Mathematical concepts are seamlessly integrated through comparative and positional language during daily play, offering ample problem-solving opportunities. While next steps are differentiated by age and stage and creatively displayed, a suggestion was offered to refine the broader and more generalised next steps to be more specific and focused for individual children. A recommendation was also made to diversify Continuing Professional Development (CPD) to further support individual children's specific needs, such as exploring schemas, to enrich daily routines and learning opportunities.

Personal Development and Independence – Outstanding ▾

Kelly demonstrates exceptional support for children's personal development and independence, fostering an environment where self-care skills are not just encouraged but deeply embedded into daily routines. Children confidently wash their own hands, access wipes for their noses and faces, and dispose of them without prompting. This level of self-sufficiency extends even to the youngest children, who are observed putting on their own shoes, locating their coats, and finding their bags on low-level pegs and accessible shelves. Children's independence is actively promoted, exemplified by children confidently prompting Alexa for the 'tidy up song', leading their friends to organise resources efficiently.

Despite only having used the new cabin for three days, the children display an impressive understanding of the environment and its expectations, knowing instinctively where everything is kept and where to locate their belongings. This swift adaptation highlights Kelly's effective strategies for promoting independence. The drinks station is a prime example of this, where children are empowered to access their own water bottles throughout the day and practise pouring their own water into open cups for lunch and snacks. Healthy eating is also actively promoted, with children choosing snacks and helping to prepare lunches, such as wraps, veggie sticks, and fruit platters, self-selecting with tongs, with younger children appropriately supported to squeeze and choose their own fruits.

Furthermore, Kelly ensures children have an active and meaningful role in decision-making for the setting. Their voices are consistently heard, their opinions are valued, and children demonstrate confidence in articulating what they would like to do. The environment itself has been thoughtfully adapted to suit their preferences and ideas, directly reflecting their current interests. This approach fosters a strong growth mindset, where children are offered ample opportunities to explore freely, make choices and take managed risks, embodying the philosophy of 'help as much as needed and as little as necessary' – a principle that is exceptionally well embedded in Kelly's practice, demonstrating 'Outstanding' provision in this

area.

Behaviour and Wellbeing – Good ▾

Kelly and Marisha create a positive emotional environment where children feel secure and understand expectations. The 'now and next' routine is well embedded, ensuring children know the daily schedule and what to expect. Both Kelly and Marisha consistently model positive interactions, appropriate language, kind behaviours and good manners, setting a clear standard for the children. This supportive approach was evident when Kelly calmly communicated, 'we have 20 mins before we start tidying up, 20 minutes ok' and 'a little bit more playing time, then tidy up and lunch', providing clear boundaries and transitions. When a child questioned, 'I still have 2 more goes?', Kelly gently corrected, 'you've had 1 go so you have 1 go left', showing children are listened to and responded to effectively.

Kelly's interactions are consistently calm and gentle, and she offers clear explanations that children listen to and respond to well. She actively teaches children about emotions, exploring questions like 'What makes us sad?' and reassuring them with phrases like 'Sometimes I feel sad' and 'that's ok', encouraging them to express themselves and seek comfort. The cabin is thoughtfully resourced with lots of visuals to support emotional understanding, as well as books on different topics to aid emotional regulation, and a cosy corner for quiet reflection and stories, demonstrating a proactive approach to wellbeing.

Kelly and Marisha effectively teach children to respect each other, fostering kindness and empathy. This was observed during a discussion about turn-taking, where Kelly asked, 'Why do we need to take turns?', and a child responded, 'because it makes us sad'. Kelly reinforced this, repeating, 'yes it makes us sad if we don't share and all have a turn doesn't it'. Kelly offers an abundance of praise for 'waiting patiently' and 'helping your friends', embedding the concepts of turn-taking and kindness through calm interactions and clear communication, such as 'now it's xx turn, then it's xx turn' and narrating who is next, ensuring everyone understands and has an opportunity to participate.

Any Actions from the previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Ensure children are signed out on the tiney app at the end of their session to ensure accurate attendance records are made for all children	Y	
Separate children's learning folders so each child has an individual folder to protect confidentiality of each child		Partially completed - now in folders linked to their key person

Any Required Compliance Actions from this visit?	Deadline for completion
Renew DBS checks every 3 years and/or register for the update service.	20/04/2026 & ongoing
Implement an attendance policy.	27/04/2026
Any Required Quality Actions from this visit?	Deadline for completion
Update and upload all policies to the tiney app.	05/05/2026 & ongoing
Consider enhancing fire drill logs by recording the time taken to exit the building, evaluating any encounters or hazards identified during drills, and conducting a specific drill within the new cabin in the coming fortnight	20/05/2026 & ongoing
Explore training relevant to the current cohort of children eg: schematic play and use this to plan activities and introduce resources closely matched to children's preferred styles of learning.	20/05/2026 & ongoing
Enjoyment and strengths <i>(Recommendations linked to what gives the childminder energy, enjoyment and motivation: the strengths or passions to keep nurturing)</i>	
<p>Kelly and Marisha work together seamlessly to create an enabling environment where children are clearly thriving. To further this they could build on themes of sustainability and introduce even more real-life experiences for children to see the awe and wonder of the world.</p>	



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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