

# Tiny Treasures

Inspection report for early years provision

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**Unique reference number**

EY276353

**Inspection date**

25/02/2011

**Inspector**

Ann Cozzi

**Setting address**

437 Ongar Road, Pilgrims Hatch, Brentwood, Essex, CM15  
9JG

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Tiny Treasures is privately owned and is registered by Ofsted on the Early Years Register. It was registered in 2004 and operates from a converted building in Pilgrims Hatch, Essex. A maximum of 39 children may attend the day nursery at any one time. Children come from the local community and surrounding area.

The setting is open five days a week from 7.30am until 6.30pm all year round. All children have access to a secure enclosed outdoor play area. The setting supports a small number of children who have English as an additional language and there are systems in place to support children with learning difficulties and/or disabilities.

The pre-school employs 13 members of staff. Of these, 12 hold appropriate early years qualifications. The setting receives support from the Pre-school Learning Alliance and local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff successfully support children's welfare and learning. Children are safe and secure and enjoy learning about the world around them. Partnerships with parents, local schools and other agencies are established, ensuring that children's needs are met along with any additional support needs. This means that children progress well given their age, ability and starting points. Regular self-evaluation by the managers and staff makes sure that priorities for future development are identified and acted on, resulting in a provision which responds well to all user needs.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve records of suitability decisions to include evidence of references
- develop further the current system of assessment to ensure children's next steps across all areas of learning are clearly linked to the Practice Guidance for the Early Years Foundation Stage.

## **The effectiveness of leadership and management of the early years provision**

As part of recruitment procedures the managers undertake all appropriate checks when making decisions regarding the suitability of staff. Whilst references are undertaken there is a minor weakness in ensuring that records clearly evidence this. Staff have completed safeguarding training and one of the managers is the designated officer. They demonstrate a clear understanding about what to do should they identify any concerns about any child in their care. The importance of

children's safety is further considered through clear written risk assessments, the implementation of safety measures and daily safety checks throughout the setting. All other records required by legislation are in place and well maintained, for example, daily registers record children's hours of attendance which enables staff to safely account for children at all times. There is an entry system on the main door of the setting which means that security of the premises is good. This system prevents any intruders from entering the building and ensures that children are not able to leave unsupervised. Staff have up-to-date paediatric first aid certificates which means that children are provided with suitable care in the event of an accident. The organisation of furniture, toys and equipment means that during free play parts of the session children have easy access to areas of learning, which supports their developing independence.

Parents' views are sought and acted on; for example, they are encouraged to share what they know about their child, particularly when the child first starts to attend. This ensures that they are working with the nursery to provide clear information about the whole child and how to support their learning to build on what each child knows and can do. Parents report that they are very happy with the nursery, find the setting to be very accommodating, know how to access their policies and procedures, find the staff very approachable, feel there is a good security system in place and that staff communicate well with parents. The nursery has made links with local schools and other partners, such as, speech and language professionals which promotes transitions and continuity of care for all children. The setting promotes inclusion, respecting backgrounds and introducing children to different cultural experiences; for example, celebrating a range of cultural festivals. There is no bias in practice in relation to gender, race or disability.

The managers and staff regularly reflect on the service they provide. They have implemented recommendations raised at the previous inspection, improving outcomes for children. The views of others, including development workers and parents, are sought and the managers make good use of these findings which means that self-evaluation is successfully used as a developmental tool to promote improvement. The setting strives to ensure the provision is sustainable.

## **The quality and standards of the early years provision and outcomes for children**

Staff demonstrate a good understanding of the Early Years Foundation Stage and how young children learn when they are having fun during play. They make written observations of children and use this information to identify their next stage in learning in order to support them in making good progress toward the six early learning goals. However, there is a minor weakness with regard to staff cross referencing observations to the Practice Guidance for the Early Years Foundation Stage. As a result the planning of some activities is not always securely based on children's individual next steps in learning. The good range of exciting and stimulating resources and equipment available means that during free-flow play, children make progress in their learning regardless of where they choose to play.

Children are happy, settled and for the most part they move busily around the setting taking part in activities. They make lots of choices about their learning as they choose what they would like to play with next. They enjoy chatting together whilst playing at the sand tray in the garden. They learn about capacity and demonstrate that they are able to competently use single handed tools as they dig and shovel sand into containers. Children demonstrate their growing understanding of the wider world; for example, they recreate real and imagined experiences, such as, cooking dinner or making drinks for each other in the role play area. They interact with others, negotiating and taking turns in conversation, for example, as they wash toys in the garden they chat amiably with their peers and staff about a variety of subjects which interest them. Children demonstrate their growing confidence as they approach the inspector to show her their wet cloth and tell her they are washing the car. They have lots of fun as they take turns using the laptop computer. They competently move the mouse as they interact with age-appropriate software. They begin to identify sounds such as 'Ssssss' for saw and 'Cccccc' for can. They are supported by a member of staff who provides them with lots of praise and encouragement and simple instructions which they are able to follow. Children demonstrate their enjoyment of simple rhymes, for example, they spontaneously burst in to song prompted by images on the computer or have lots of fun swaying or jumping in time to the beat of music. Children persist for extended periods of time at an activity of their choosing; for example, as they play with a collection of natural and manufactured items. They demonstrate their interest in these resources as they begin to describe their texture. They communicate well as they sort and match the different sized conkers into a group. They use mathematical language as they proudly tell each other 'I have found one more'. Babies are beginning to develop an understanding and awareness of themselves as they look at their reflection in low level mirrors. They move around the room exploring their environment with interest. This is enabled by staff who ensure clear space is provided for them to move, roll, stretch and explore freely.

Children show a willingness to observe safety routines which are part of daily practice. This demonstrates that they are beginning to develop their understanding of how to keep themselves safe; for example, putting outdoor shoes on before going into the garden and sitting at the table to eat food. They are beginning to develop an understanding that their behaviour may put others at risk of harm as a result, prompted at times with gentle reminders from staff, they learn how to behave and care for their environment and resources.

Children show a sense of belonging, demonstrating that they feel safe and secure in the nursery. They are confident to approach staff for support and cuddles when needed. They find out about the importance of personal hygiene through recognised daily routines which assist them in developing their understanding of healthy habits. Children are encouraged to have lots of fun and develop a positive attitude and understanding about being active; for example, as they take part in a wide range of interesting activities in the outdoor play area. Babies appear content and settled. This is because their health, physical and dietary requirements are well met. All children have the opportunity to rest or to be active according to their individual needs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met