

Tiny Treasures Daycare & Education

Inspection report for early years provision

Unique reference number	EY434419
Inspection date	01/05/2012
Inspector	Lucy Showell
Setting address	290 Hobmoor Road, Small Heath, Birmingham, B10 9HH
Telephone number	01217728111
Email	tinytnursery@yahoo.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tiny Treasures Daycare and Education is owned by a partnership and was registered in 2011. It operates from one large open plan room in converted premises in the Small Heath area of Birmingham. The nursery serves the local area. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery currently opens Monday to Friday in term time only with sessions from 8am to 4pm. Additional sessions are available to meet demand, Monday to Friday all year round, except for bank holiday with sessions from 8am to 6pm. Children are able to attend for a variety of sessions. A maximum of 50 children under eight years may attend the nursery at any one time and of whom, none may be under two years old. There are currently 53 children attending, who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. There are systems to support children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery employs seven members of childcare staff. Of these, two are currently working towards degrees in early years, four hold appropriate early years qualifications at level 3, two at level 2 who are working towards level 3 and one working towards level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment where children are making generally good progress. Staff have a clear understanding of the Early Years Foundation Stage and generally effective knowledge of the welfare requirements within. Their valuable partnerships with parents ensure that all children's individual needs are inclusively met and their associations with other early years professionals are developing well. The competent practice is supported by well-written policies and procedures and the informative documentation is in place. Constructive methods of self-evaluation have been initiated and staff are working on identification of strengths and priorities for improvement. As a result, the setting shows a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident
- 22/05/2012

(Documentation).

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

- improve the time and space available for children to allow them to concentrate on activities and experiences and to develop their own interests.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations. This is supported through relevant documentation, which is readily available and shared effectively to ensure that all children are safeguarded. The written policies in place are being reviewed and updated to ensure that they provide clear information for parents and other service users. Relevant information is displayed, providing details of staffing, organisational procedures and activities. The nursery is safe and secure and staff are knowledgeable with regard to identifying and minimising risks. However, the written record of risk assessments carried out is not fully maintained and lacks some required information.

Sound recruitment and vetting systems in place ensure that all people working with the children are suitable to do so and accurate records show clear information regarding training, experience and qualifications. While the nursery has only been open for a short period of time, the staff team are considering ways that they can assess the provision and are developing future targets to meet the needs of the children attending. They actively seek and take advice from other professionals and are looking forward to putting plans into place.

Good relationships with parents are clearly established. The staff actively ask for the views of children and parents to be expressed verbally each day and they intend to distribute questionnaires to gather further information. Initial information about the children is shared before the care commences. For example, new contracts are completed, all consents are in place and good discussion about the children's progress and preferences takes place. As a result, the staff are developing knowledge of the children and are able to provide experiences and opportunities, which are both fun and stimulating.

Staff are confident and able to arrange and adapt activities according to the needs of all the children, including those with special educational needs and/or disabilities and English as an additional language. The nursery is establishing good relationships with the local children's centre and school staff, so that children attending other settings benefit through a consistent and balanced range of services. Resources are good and easily available to children. Inclusive practice is effectively promoted and staff are fully aware of valuing diversity and how this can be of benefit to all children. They recognise various cultural and religious festivals and celebrations. Consequently, all children's welfare needs are met and they

achieve as well as they can.

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

Children have good awareness of their own and others' safety. For example, they share space and equipment effectively, are generally well behaved, polite and show care and concern for others. The nursery is clean and well-maintained with safe and clear security systems in place. During a rolling snack time, children enjoy a healthy range of freshly prepared fruit slices, vegetable crudities or savoury snacks accompanied with drinks. Free access to cups and jugs of water ensures that children are suitably hydrated throughout the day. Children extend their understanding of healthy eating as they select items from their lunch boxes and benefit through informative discussions with staff about healthy options, making meal time a sociable and relaxed experience. Staff have some effective systems for managing children's behaviour. For example, children are encouraged to understand how their behaviour can affect others and how it is rewarding to help with tidying away or setting up.

Valuable information regarding children's achievements is communicated effectively with parents. For example, children's starting points are secured and daily news is shared effectively. Staff are knowledgeable about each of the children and through discussion show their understanding of effective observation and assessment to inform children's next steps in development. There is a variety of age-appropriate and well-resourced activities, which are personalised to meet children's individual needs. Some displays of children's creations and useful information for parents decorate the walls and the bright and welcoming environment is well-organised. As a result, children develop confidence and show interest in the experiences on offer.

At key group sessions, children enjoy the opportunity to share news with their friends, taking turns to have a say. They enjoy singing songs together and share stories with staff, turning pages carefully and 'reading' familiar stories to their friends. They are learning the meaning of print. Children enjoy some free choice from the resources on offer in the low-level storage boxes or select from the toys that are set out. However, the constraints of the daily routine means that children are often asked to tidy up, which limits the amount of time they have to concentrate on activities and experiences and to develop their own interests.

Children show independence outside as they negotiate routes around one another, riding bikes and driving cars. Also they work together as they kick balls to each other. They play in the sand with confidence, using various tools as they scoop and mould. Inside, they use small construction bricks to build an array of structures; children are supported by staff who ask what colour and how many bricks they have. They use their imaginations well as they act out real and pretend experiences with the role play resources, such as dressing-up, small world figures and role play kitchen. At the easel, they paint pictures, selecting and naming colours and explaining to staff what they are painting. Overall, children are happy

and well-stimulated and as a result, they are progressing well across all areas of learning and development.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met