

Tiny Treasures Day Care & Education

488 Green Lane, Small Heath, BIRMINGHAM, B9 5QJ

| | |
|--------------------------|----------------|
| Inspection date | 15/10/2012 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---------------------|
| | Previous inspection: | 3 Not Applicable |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Staff implement activities across all areas of learning to support children's development. Children enjoy their time at the nursery where they form strong relationships in a welcoming environment.
- Staff use home languages and English to promote children's communication skills through an acceptable variety of activities. They work effectively with other professionals and early years providers.

It is not yet good because

- The supervision process is not yet established to ensure effective monitoring of practice to support children's learning consistently. In addition, the self-evaluation process is not fully addressed and a clear improvement plan is not available.
- Children's well-being is compromised because a member of staff with current first aid qualifications is not always present at the start of the day when children arrive at the nursery.
- Strategies to promote good behaviour do not always result in positive outcomes.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities for different groups of children indoors and outside.
- The inspector held meetings with the provider and manager of the provision.
The inspector looked at children's records, planning documentation, evidence of suitability of practitioners working within the provision, the provider's self-evaluation form and a range of other documents.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Tiny Treasures Day Care and Education was reregistered in March 2012. It is situated in the Small Heath area of Birmingham. It occupies a converted commercial building with two open plan floors. Currently the ground floor premises are used. The nursery is accessible to all, including wheelchair users. Most children come from the immediate and surrounding areas, and some commute to the area. The nursery is linked to two local Sure Start Children's Centres.

The provision is registered on the Early Years Register. There are currently 68 children aged from two to four years on roll. The provision supports children with English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three-and four-year old children. The nursery is also registered on the compulsory part of the Childcare Register.

The provision is open 8am to 6pm for 51 weeks of the year, excluding bank holidays. There are a total of 10 staff including the manager. Of the 10 staff employed, eight are qualified, seven of whom are qualified to level 3, one is qualified to level 4 and one at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme to use information gained in observations to support learning more effectively; to give children a reason to count and recognise numbers through a variety of experiences such as role play
- review arrangements to ensure a member of staff with current first aid qualification is present at the start of the day before children arrive at the setting (also applies to the compulsory part of the Childcare Register)
- develop systems to address the skills and practice of staff through an effective supervision process to improve performance in the nursery relating to children's learning and to promote care effectively such as the promotion of good behaviour for all children
- develop the partnership with parents by providing wide ranging information about the nursery, such as, policies, planning of activities and how the Early Years Foundation Stage underpins children's learning.

To further improve the quality of the early years provision the provider should:

- develop the self-evaluation of the provision and identify an improvement plan that focusses on bringing about effective changes for the benefit of children and their families.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of the Early Years Foundation Stage and implement activities across all areas of learning. There is a reasonable balance between child-led play and planned adult-led activities. Some children choose resources such as telephones to engage in pretend play as they talk on the phone. Others explore the use of equipment at the water tray while they fill and empty containers and repeat this movement at the sand tray. They talk to peers who play alongside and at other times run around together until they find a place to sit while talking and laughing happily. Children are developing skills in using one-handed tools, such as paint brushes, holding these with three finger grip and controlling the spread of paint generally well.

The staff plan activities to promote aspects of learning such as the ability to count and recognise numbers. Learning intentions are clearly identified because they know their key children and identify starting points through observations and discussions with parents. Group activities are implemented to promote individual learning but information from observations is not securely linked to the planning. Similarly, the next step to promote children's learning further does not focus sufficiently on their individual needs. Consequently, what needs to be done next to promote learning further, is not always clearly identified and opportunities to maximise children's learning are not fully addressed.

Staff asks open questions to promote children's thinking and also pose challenge appropriately. For instance, 'how can you stop the block from rolling' but they do not allow sufficient time for children to solve the problem by providing the answer. Clear links are made when identifying colours. For instance, children correctly name colours of their clothing, such as, pink and orange but this experience of learning within a context is not followed through when number skills are introduced. Staff do not follow their lead to count number cards which children request for play, thereby, missing the opportunity to use a resource of the child's choice to promote learning effectively.

Staff talk constantly to children and adequately support the development of speech for children who speak English as an additional language. Communication is supported competently because some staff speak the children's home language and also focus on speaking English to promote their skills. They sing nursery rhymes at different times and all attempt to join in. Children know the songs and confidently participate in this activity. Staff promote concentration through their involvement and they praise children consistently for effort and achievement. Accordingly, children's self-esteem is raised appropriately and they are beginning to make progress in the provision.

The contribution of the early years provision to the well-being of children

The well-established key person system helps children to settle in the nursery. Staff greet children warmly on their arrival and they are beginning to make friendships appropriately. Some children have formed strong bonds because the staff are responsive to their discomfort, offering cuddles and reassurance as necessary. Children are at ease in the nursery and move about freely to access resources stored at their level. They are given the option of choosing activities according to their preference. For example, during free play they engage in painting, water or sand play or sit in the quiet area to look at books. The boisterous behaviour of some children prevents others from focussing activities and

they do not comply readily with requests to share. Although staff persist with their attempts to calm children they are not fully successful at all times. Consequently, some children's understanding of boundaries of behaviour is less developed than that of their peers.

Children are developing good balancing skills as they walk from one tyre to another independently and sometimes with assistance from staff. This means that they generally learn to take risk and to maintain their safety. Children know the routine and join in with tidying while the music is played for this purpose. Their independence is promoted through such an involvement and they are encouraged to wash hands unaided or with minimal assistance while staff supervise. In contrast, time is not always allowed for children to put on items of clothing. Equally, the challenge of managing simple tasks relative to children's age, for example, putting on own socks and shoes is not addressed consistently. This means that some children are not sufficiently motivated and opportunities to promote aspects of self-care are not consistently included. As a result, children are not gaining sufficient skills to prepare them for the transition to school.

The welcoming environment is well resourced with a wide selection of toys and equipment to support learning and play. They sit in small groups at tables for snack and dinner eating fresh fruit and balanced meals that raise their awareness of healthy options. Drinks are available and children experience a good balance between vigorous play and quiet activities.

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

Some appropriate safeguarding measures are in place to maintain children's safety in the provision. The designated person for child protection has completed a relevant course and clearly understands the procedures to be followed if there are concerns about abuse relating to children. Staff have an acceptable understanding of the reporting procedures and their responsibility to ensure children are competently protected. When children arrive at the nursery at the start of the day a member of staff with a current first aid qualification is not always present. However, staff who are present have completed a first aid qualification previously and know how to manage in the event of accidents, for this brief period, so risks are minimised. A statement relating to the use of mobile phones is not included in the safeguarding policy as required in regulation. Nevertheless, a notice is displayed where it is visible to staff, visitors and parents and procedures are implemented appropriately because staff place their mobile phones in a box when they arrive on the premises. Consequently, children's safety is suitably addressed in this respect.

The provider and manager are generally informed about their responsibilities relating to the Early Years Foundation Stage. The manager monitors practice in the nursery but this is not sufficiently rigorous to ensure the planning and implementation of activities consistently meets children's individual needs. The manager has attended a course to implement the supervision process and has devised documentation for this purpose. At this stage supervision is not yet established to support staff to address the skills and knowledge most appropriate for promoting children's care and learning more effectively,

including the management of the behaviour of some children.

Regular meetings are held to review aspects of the provision and some changes have been made since registration, for instance, new documentation available for some procedures. Parents are asked for their views of the provision through questionnaires. As yet the management have not carried out a full self-evaluation of the provision. Hence, a clear improvement plan to identify how changes will be made to support children's care and learning is not available.

The manager and staff work generally well with parents who comment positively on their child's enjoyment of activities offered in the nursery. The management have offered workshops such as healthy eating to raise awareness of the benefits for the children. However, some parents are not aware of policies and the two-way flow of information does not provide consistent communication. For example, some parents are not aware of planned activities to be delivered. Consequently, opportunities to share experiences and to enhance children's learning at home are not always explored.

There is good partnership working with other professionals. As a result, children with complex medical needs receive effective support as staff manage their care skilfully, following the guidance from external agencies. Individual learning plans indicate how their learning and development can be best promoted and staff identify progress in children's physical and social skills. Staff share information with other providers, ensuring that learning records are transferred to schools for all children who leave the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report (Safeguarding and welfare practice).

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|-------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets |

| | | |
|---------|--------------|--|
| | | the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY444170 |
| Local authority | Birmingham |
| Inspection number | 793478 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 70 |
| Number of children on roll | 68 |
| Name of provider | Best Start Limited |
| Date of previous inspection | Not applicable |

Telephone number

01217728111

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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