

Tiny Treasures Daycare & Education

290 Hobmoor Road, Small Heath, Birmingham, B10 9HH

Inspection date	28/02/2013
Previous inspection date	01/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
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

- Children develop positive relationships and benefit from stability in staffing, which promotes a secure sense of belonging. All children and their families receive a warm welcome.
- Children initiate activities, seek challenges and show a 'can do' attitude. They choose their activities and have uninterrupted time to play and explore. As a result, attendance is enjoyable.

It is not yet good because

- Children's safety is not consistently awarded the highest priority. In an isolated incident, practitioners were not vigilant enough and this resulted in a child sustaining an injury.
- Children are yet to have active involvement in agreeing codes of behaviour in order to allow them to start taking responsibility for their own safety.
- Children's very good knowledge of features, patterns and textures within the local environment could be further extended through the provision of different activities, such as rubbings.
- There is more scope to help children focus more sharply on learning about the food chain through planting and growing activities to reinforce their understanding of living things and the world around them.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the management team.
- The inspector looked at children's assessment records, planning information, and a range of other documentation.
- The inspector interacted with the children.
- The inspector took account of the feedback from parents and carers, and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

Tiny Treasures Daycare and Education is owned by a partnership and was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. 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 during term time only, with sessions from 8am to 4pm. Additional sessions are available to meet demand from 8am to 6pm Monday to Friday, all year round, except for Bank Holidays. Children are able to attend for a variety of sessions. There are systems to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs seven members of childcare staff, including the manager. Of these, one holds a degree in early years, one holds a full and relevant early years qualification at level 3, three have qualifications at level 2 and are working towards level 3, and two have qualifications at level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe.

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

- help children to notice and discuss patterns around them through rubbings from grates, covers or bricks
- help children to learn about the food chain by planting, growing, gathering, preparing and using different foods.

Inspection judgements

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

The educational programme spans the seven areas of learning, which ensures that children's learning is fun, varied and progressive. Activities are interesting and challenging and meet the needs of the children. Practitioners are experienced and practice is based on a secure knowledge and understanding of how children learn. Observations and assessments are consistent in quality and are frequent and accurate enough to build on children's learning. Children's individual learning journeys, profiles and transition documents, along with the progress checks at age two, demonstrate that they are progressing well towards the early learning goals over time, given their starting points. This ensures that children have the key skills needed for the next steps in their learning, including the transition to school. Children are keen learners who enjoy their time at the provision. Discussions with parents about children's existing skills ensure they are involved in their learning from the outset.

Children benefit from a mix of structured adult-led activities and child-initiated free play. During art and craft activities, practitioners model the creative process and show their thinking about some of the many possible ways forward. Children take pleasure handling clay, making collages, using glue and scissors, and junk modelling. Role play is popular and children dress up and play shop. Practitioners support children's excursions into imaginary worlds by ensuring that they have resources that stimulate their interests, such as, castles, rockets, trains, dolls and toy animals. Practitioners plan a range of practical activities to boost children's skills, and children make steady progress as they act out stories, build towers, experiment with musical instruments and bake cakes. Children are competent in their use of information and communication technology and show satisfaction in meeting their own goals.

Practitioners provide challenging expectations and relevant, developmentally appropriate learning opportunities. Consequently, children maintain focus and test their ideas. Practitioners encourage, listen and respond to children's communications, which supports their growing language skills. Circle time also ensures children's social skills are well promoted. Trips are popular and children have fun as they visit the local post office, pet shop and country park. Children take pleasure collecting items of interest, such as twigs and stones, and practitioners are skilled at maximising spontaneous events to promote children's learning. As part of this, children observe seasonal changes, spot different modes of transport, look out for wildlife and watch the postman. There is scope to extend children's experiences by providing more opportunities for them to notice features, textures and patterns in the local environment through rubbing activities. Nevertheless, children's all-round development and emotional well-being is supported well through a range of experiences relevant to their ages.

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

Children gain some understanding of safety issues as they learn about road safety and spatial awareness. They are also beginning to learn about how to keep themselves safe within the nursery following a recent accident. In addition, children practise the emergency evacuation procedure and understand why they must not flick the sand. Children gain a secure awareness of what constitutes a healthy lifestyle. Practitioners encourage children's efforts to manage their personal needs and promote health

awareness by talking with them about exercise. Although children display a positive approach to eating healthily, this is not promoted as well as possible as more could be done to promote their understanding of the food chain through planting and growing activities. Children are active and benefit from ample fresh air and vigorous free play.

Practitioners boost children's relationships by encouraging them to share, take turns and play cooperatively. Consequently, children establish friendships which promote a sense of belonging. Practitioners know the children well. They value and support the decisions children make and ensure that all children have opportunities to join in. Children show confidence in asking adults for help as practitioners are responsive to each child's needs, feelings and interests. Practitioners offer extra support to children in new situations to facilitate a smooth transition. As part of this, children are accompanied on visits to their new schools and teachers are invited to the provision to meet their prospective pupils. Children grow in independence as they help to set tables, sweep up, tidy away their toys, serve food, wash the paint pots and self-register. This promotes a sense of ownership. Children are happy, build secure attachments and enjoy what they are doing. Children's behaviour is managed well as practitioners encourage them to cooperate, show care and concern for others and be helpful towards each other.

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

The inspection took place following a concern about an accident involving a child who had fallen off a chair. The inspection found that the staff were fully aware of their responsibilities and had notified the parent. As a result, risk assessments have been reviewed and chairs in the area have been removed to prevent any further occurrences. Arrangements have also been put in place to ensure supervision of children is effective. Practitioners demonstrate a clear understanding of their responsibilities in meeting the learning and development requirements. Activities are routinely evaluated and children's progress is well monitored. The safeguarding and welfare requirements of the Early Years Foundation Stage are met. Arrangements for safeguarding children are clear, regularly reviewed and understood. Risk assessments are conducted, and include everything with which a child may come into contact. Concise policies, procedures and strategies are in place to protect children's welfare. Written documentation reflects a positive approach to meeting the individual needs of children, and all children are valued. Children with special educational needs and/or disabilities and those who speak English as an additional language receive appropriate support. The provider, who feels she is in a 'crucial position', talks very positively about 'building the foundations for future learning' and 'investing in society'. A programme of professional development is in place for staff, which is supported by appraisals and supervision.

Links with local children's centres, schools, other daycare settings and childminders promote consistency of care. Cluster meetings provide opportunities to network and share practice issues, and relationships with external professionals make a contribution to children's achievements. The management team are committed to signposting parents, wherever necessary, to address the global needs of children and their families, and talk very positively about offering a 'whole community approach'. Parental involvement is

encouraged from the outset and practitioners ensure that parents remain involved and informed through ongoing discussions at arrival and collection times. A community bear is used to encourage parental input into children's learning, and the management team is currently considering new ways to involve and inspire fathers. Comments such as, 'I am really happy with the progress my child has made during his time here. His learning journey profile is lovely to read' demonstrate that parents are satisfied with the levels of care and education their children receive. Self-evaluation is ongoing and the management team display a positive approach to reviewing the provision to ensure that the needs of all children are accommodated.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 action. 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	EY434419
Local authority	Birmingham
Inspection number	906750
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	31
Name of provider	Tiny Treasures Daycare & Education
Date of previous inspection	01/05/2012
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, which are usually the childminder's 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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