

Tiny Treasures

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

Inspection date	11/12/2013
Previous inspection date	25/02/2011

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		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 requires improvement

- The quality of teaching is appropriate. Practitioners understand how children learn and provide them with a range of planned and freely chosen learning opportunities.
- Children are appropriately protected from harm as practitioners demonstrate knowledge of their responsibilities with regards to child protection.
- Parents are actively involved in their children's learning and receive good verbal and written communication daily to keep them well-informed of their child's time at nursery.
- Children's imaginative play is effectively promoted through well-considered role play experiences.

It is not yet good because

- The safeguarding policy does not go far enough to fully protect all children, for example, it does not ensure all children's privacy during nappy changing.
- Inconsistencies in practitioner's understanding of appropriate behaviour in young children impacts on children's well-being.
- The nursery does not reflect on the different ways that children learn. For example, there are limited opportunities for those children who learn better in an outdoor environment who choose to play outdoors.
- Children have limited opportunities to develop independence skills or to guide their own learning during daily routines, such as, snack and mealtimes.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all of the playrooms and the nursery garden.
- The inspector held discussions with managers, the deputy, practitioners and children at appropriate times throughout the inspection.

The inspector looked at a range of records including children's details, information about children's learning and development, practitioner's details and confirmation of
- the checks used to assess their suitability, accident and medication records, written policies, the daily attendance registers and a selection of other relevant documentation.
- The inspector took account of the views of parents spoken to during the inspection and through written comments within the children's development records.

Inspector

Lynn Hughes

Full report

Information about the setting

The Tiny Treasures nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted premises in the Brentwood area of Essex, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and 3, including one of the joint managers with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions.

There are currently 90 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a small number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure the safeguarding policy and implementation of this policy fully protects all children, this is with regards to protecting children's privacy during nappy changing procedures
- review the behaviour management policy to ensure that it is appropriate for the management of young children's behaviour and provide training to ensure that all practitioners understand that children need positive reinforcement in order to develop successful emotional well-being
- reflect on the different ways that children learn when planning and guiding activities, for example, by providing further opportunities for children to guide their own learning and to make choices about whether they play indoors or outdoors; enabling children to transport resources from one area of the room to another and to use the resources in whichever way suits their play.

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

- review ways of supporting the development of independence skills, for example, by enabling children to play a more active role in the preparation and serving of snacks and meals.

Inspection judgements

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

Children enjoy their time at nursery and are generally well-supported by practitioners who understand how children learn and have clear knowledge of the seven areas of learning. Key persons play an active role in identifying children's developmental stages and planning appropriate activities to help them to progress in their learning. They record their observations and assessments of children's development in clear well-documented learning journeys. Parents are encouraged to view their children's learning journeys and to discuss their progress through informal and formal meetings. The effective assessment procedures enable each key person to gain an accurate picture of the children in their key group.

Babies and young children's vocabulary skills are promoted by practitioners speaking to them in a calm and gentle voice. They respond to their babbles and repeat sounds. For example, they repeat 'dada, dada', much to the enjoyment of the babies communicating. Calm music plays in the background of the baby room, creating an ambient atmosphere. Appropriate toys and resources are available to enable babies who are beginning to

become mobile to rise from a sitting to standing position. Practitioners support children's emergent walking, by holding their hands and encouraging them to take steps. Babies explore a wide range of resources, some of which include natural materials and items of interest.

Older children are encouraged to speak in small and large groups, sharing their feelings and telling real and imaginary experiences. They use a range of drawing resources to develop hand-writing skills and some children are beginning to write recognisable letters and numbers. Children's imaginative play is effectively promoted by practitioners providing good opportunities for children to participate in role play. For example, older children visit their very own 'cinema', created at one end of their room. They sit in rows as they would at the real cinema and enjoy popcorn, while watching a film of a well-known and popular television character. The range of activities children participate in generally provide them with opportunities to develop skills in all seven areas of learning. Practitioners prepare the older children for school readiness by encouraging them to develop good listening and attention skills. Children learn how to put their coats and shoes on and off in preparation for entering school life.

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

Children are generally settled and comfortable within the nursery. They form secure relationships with the key person and with other adults working with them. Parents play an active role in the settling-in procedures within the nursery, sharing clear information about the children's home lives and routines with the key person. Children are appropriately supported through transitions and changes in their lives. For example, when moving from one room to another to progress through the nursery, they are provided with good opportunities to familiarise themselves with their new surroundings and the new people who will care for them. Children generally behave well, demonstrating care and kindness towards each other. The nursery has a firm policy on dealing with unacceptable behaviour and uses a three warning system so that children gain an understanding of what is and is not acceptable. While this system is generally delivered in a positive manner, there are inconsistencies in practitioner's understanding of what is appropriate behaviour for young children. This results in, the behaviour management policy being implemented too strictly and too often for some children. The effect of this on young children is that they do not gain an understanding of what is acceptable, but become confused about the boundaries. Some practitioners also implement the nursery's policies on health and safety too rigorously, not enabling children to guide their own play by moving and transporting equipment from one area of a room to another. The lack of some practitioner's understanding of younger children's development results in children's emotional well-being being promoted inconsistently across the nursery.

The nursery provides children with some opportunities to learn about keeping safe and healthy. For example, they enjoy a range of meals and snacks which promote healthy eating. Practitioners enter into discussions with children about which foods are good for them and which aren't. Children are encouraged to pour their own drinks throughout the day, however, children are provided with limited opportunities to develop other

independence skills, such as, cutting and serving food during routines mealtimes. Children experience fresh air and exercise at set times during the day, when they play in the nursery garden. While this enables them to experience physical play opportunities and to keep fit, there are currently no opportunities for children to make decisions about whether they play indoors or outdoors. The set-up of the building means that only one room leads directly out to the garden, preventing the children in other rooms from freely accessing the garden. Management are considering ways in which children could become more involved in making such decisions. Established nappy changing procedures ensure that younger children's personal needs are effectively met, while older children are supported to use the toilets.

The nursery environment has recently undergone some changes with the creation of two new rooms on the first floor of the building. The whole nursery has been redecorated, creating a calm, clean and welcoming environment. The changes are still being embedded and practitioners in individual rooms are developing their environment.

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

Children are generally protected from harm as practitioners demonstrate knowledge of their responsibilities with regards to dealing with any child protection issues. The nursery has clear written policies on safeguarding children, which are shared with parents. All adults working with children are vetted and the proof of their suitability checks are available on file. This inspection was brought forward by Ofsted following a concern raised by a member of the public. The concern related to members of the public being able to view young children having their nappies changed in the room at the front of the building. The nursery has clear policies in place to protect children's privacy and dignity during these routines and practitioners always follow them. However, the procedures used do not go far enough to ensure that children are always effectively safeguarded. The nursery has four large windows to the front of the building, two of which they obscure from view when changing children's nappies through the use of blinds. However, although there is a forecourt between the road and the front of the building, passers-by can see through the remaining two windows into the room. Therefore, it is possible that children can be seen by the public while personal hygiene procedures are being carried out. Managers believed their systems to be robust, however, they will now review nappy changing procedures in this room to ensure that children's privacy is always maintained.

Managers have some systems in place for monitoring and reviewing the provision. They regularly visit each room, to observe practice and to oversee the day to day operations. Practitioners participate in peer on peer observations, enabling them to feed into the manager's monitoring procedures. All practitioners play a part in evaluating the success of the educational programme through regular meetings, spot checks on children's development records and by contributing to the planning for each room. Annual appraisals enable the manager to keep abreast of the needs of her team. These meetings are used to review practitioner's professional development and to introduce training where required or requested. Most practitioners working within the nursery are qualified to level 3 and

others are working towards a higher qualification. One of the joint managers hold Early Years Professional Status. There are opportunities to progress within the nursery from room assistant to room leader and then on to the management team. The nursery uses reflective practice to review and evaluate all aspects of the nursery and a number of different people including parents feed in to the nursery's self-evaluation process.

Partnerships with parents are good. Parents are provided with clear written and verbal information about the nursery and its working practices. Effective daily communication ensures that parents are kept well-informed about their children's day as well as a daily record of their meals, sleep patterns and nappy changes. Parents and grandparents spoken to at the time of the inspection shared positive comments about the nursery and how approachable the practitioners are. They feel their children are making good progress through the nursery's effective planning and identification of their individual needs. The nursery has some links with other early years settings, which children attend and works well with local primary schools during children's transition from nursery to school.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY276353
Local authority	Essex
Inspection number	946114
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	90
Name of provider	Tiny Treasures Day Nursery Ltd
Date of previous inspection	25/02/2011
Telephone number	01277 374437

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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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