

Tiny Treasures Daycare & Education

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

Inspection date	08/07/2014
Previous inspection date	28/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised because the provider is using a room for children on the first floor and planning consent has not been sought from the local authority, and risks assessments are ineffective and do not identify all potential risks to children.
- The provider has not considered the indoor space requirements when organising the provision to ensure the space requirements are met. This means that the needs of the children are not fully assured.
- The provider has not informed Ofsted about changes in the provision; this is with regard to a change of manager for the setting.
- Systems for monitoring the effectiveness of children's learning and development are not sufficiently rigorous to ensure assessments provide a clear and accurate overview of children's progress.
- Opportunities for children to further enhance their learning in the outdoor play environment are not fully embraced, and the organisation of the playroom does not always fully assist children to relax, play quietly and concentrate.

It has the following strengths

- Warm relationships are forming between practitioners and children. This helps children develop a sense of belonging.

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 the playrooms on the ground and first floor. The inspector also observed activities in the outdoor play area.
- The inspector conducted a joint observation with the nursery manager.
- The inspector spoke to the provider, manager, practitioners and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and manager.
The inspector sampled a range of documentation, including staff suitability checks, children's development records, policies and procedures and risk assessment documents.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Jacqueline Nation

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 and voluntary parts 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 an enclosed area available for outdoor play. There are currently 126 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. The nursery is open Monday to Friday during term time only, with sessions from 8am to 4pm. Additional sessions are available to meet demand from 7.30am 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 15 members of childcare staff. Of these, one holds a qualification at level 5, 11 hold level 3 and two hold 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 risk assessments are effective in identifying all risks to children and demonstrate how prompt action is taken to minimise these risks; this specifically relates to children's access to blind cords that are not securely fixed and the assessment of the risk of falls from first floor windows
- ensure the premises are fit for purpose; this is with specific regard to the use of the first floor room for children and obtaining planning permission
- demonstrate how the indoor space requirements will be complied with, to ensure children's needs are fully met
- implement a robust procedure to monitor and evaluate children's assessment records to ensure children's progress is tracked accurately over time in all aspects of learning, and in relation to their starting points

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

- improve the organisation of the playroom in order to reduce the noise levels in the room and enable children to relax, play quietly and concentrate
- extend the range of resources in order to fully maximise children's learning in the outdoor area, to further develop their imaginative and mathematical skills.

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

Children are warmly welcomed into the nursery by practitioners who have an appropriate understanding of how children learn. Practitioners generally organise the environment to support children's learning and development. However, because the playroom is open plan, at times, the noise level is loud and this hampers the opportunities for children to relax, play quietly and concentrate on activities. Systems for observation, assessment and planning have recently been reviewed and practitioners use the information gained from their observations and children's interests to highlight possible lines of development for individual children. Assessments include the progress check for children between the ages of two and three years. However, monitoring and evaluation of children's progress towards the early learning goals is not rigorous enough to make sure that assessments for all children are completed effectively and consistently and cover all areas of the educational programme. Parents are encouraged to be involved in their children's learning

and they are provided with information about the areas of learning and how their children learn best through play. Each child has a learning journal with a range of photographs of activities they take part in and examples of their creative work. Journals are shared with parents at regular meetings to inform them about their children's progress. Information is gained about children's starting points in their learning when they first start using 'My special book, it's all about me'. This helps get parents involved in their children's learning from the outset.

Children's physical skills and confidence are progressing well. They like to spend time outdoors playing parachute games and climbing up the steps to the slide, riding on bikes and playing in water. Outdoors staff role model play by showing children how to pedal their bike or use a hula hoop. However, the opportunities for them to maximise their learning in the outdoor environment have yet to be fully embraced. For example, by enhancing resources to develop their imaginative skills through role play or using resources to foster their mathematical abilities, such as construction bricks. Children's communication and language skills are fostered appropriately. Children like to look at books and listen to stories. They are beginning to learn skills which will help to prepare them for the next stage in their learning. For example, children look for letters in the sand and water tray and they access mark-making tools, such as paint, chalks, pencils and crayons. Children talk about writing a letter to Mummy and use magnetic letters to spell out their name. Older children confidently share their knowledge of letters and sounds as they follow a rhyming sequence that fosters their literacy skills, while having fun. They explore how to make different sounds as they play with a varied range of musical instruments and use range of electronic toys, including the computer, to foster their understanding of technology. Children have become involved in fundraising events and topical activities, such as the football World Cup. This helps children learn about the needs of others and different events around the world. Children use their expressive art and design skills by making football players from wooden sticks and pipe cleaners. Children's mathematical development is fostered appropriately. All children explore volume and capacity as they spend time filling and emptying containers in the sand and water trays. They have opportunities to compare the length and weight of different objects and describe their findings by using terms, such as 'heavy', 'light', 'long' and 'short'.

Practitioners suitably encourage children's thinking by asking questions, such as 'What does it feel like?' and 'Can you remember?' Children like to explore their senses as they swirl their fingers through a mixture of flour and water. Practitioners talk to children about how the mixture feels on their hands and encourage them to search for a variety of objects. Children talk about the 'big dog' and the 'butterfly' they have found. Some children attending the nursery speak English as an additional language. Their developing communication and language skills are supported by practitioners who are bilingual. Children use their home language in their play and learning, and practitioners encourage this. Children with special educational needs and/or disabilities are supported successfully as the setting links with other agencies and professionals. This supports children's specific needs and ensures they receive targeted and individually tailored support. Partnerships with parents work well and practitioners keep them informed about their child's day through conversations at collection times. Overall, children make sound progress in their learning and development and are developing the skills they need for their next phase in learning as they move on to nursery or school.

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

Children's well-being and safety are not supported because of significant weaknesses in the organisation of the setting and risk assessments. Children are currently using a playroom on the first floor of the nursery and the provider has not ensured that this area of the premises is fit for purpose. Furthermore, risk assessments relating to this room do not include all potential risks to children, which further compromise their safety and well-being. The organisation and use of space has not been effectively considered. The provider is not able to demonstrate how the space requirements are met in relation to the number and ages of children being cared for in this room. This means that the needs of the children are not fully assured. This lack of rigour regarding the organisation and management of the setting means that children's safety and well-being are compromised.

Most children settle easily and are happy, and practitioners are friendly and approachable. Practitioners spend time with parents at the admission stage and help children settle who may feel a little unsure when they first start. For example, they spend time with the children and offer suggestions about what they might like to play with to help them feel comfortable and develop their confidence. Practitioners promote aspects of children's personal, social and emotional development, for example, children are beginning to develop positive relationships with practitioners and their key person, and this helps nurture their emotional development. Children's behaviour is managed in a positive way and practitioners provide them with appropriate levels of support. They begin to learn about sharing both space and resources and to take turns. Children gain some awareness of safety; they learn how to evacuate the premises in the event of an emergency and are reminded about sitting at the table when using scissors. The premises are secure and visitors are asked to show their identification documents and sign the visitors' book on arrival. The setting has closed circuit television in place which covers the entrance, playrooms and outdoor play space, to provide additional monitoring of the provision.

Children enter a welcoming environment where resources are stored at a low level, which enables them to initiate their own play. The indoor space is generally well laid out and provides a range of activities which cover all areas of learning. However, there is scope to further help children to concentrate by limiting noise and making spaces visually calm and orderly, to further foster children's learning. Throughout the nursery, children are growing in confidence as they settle into the daily routine and become familiar with the environment. Children are confident in their self-care skills and know they have to wash their hands before eating. Younger children love to play in the water and activities, such as pretending to do the washing up in the low-level sink. Children have regular opportunities to play outdoors, which helps support their physical development and well-being. They love playing chasing games and benefit from being in the fresh air. However, there is scope to improve learning in the outside play space and the resources available to make it more inviting and enhance opportunities for children to take part in role-play and construction activities.

Children's dietary needs are well met. Fresh water is provided and children help themselves throughout the session and they enjoy fresh fruit at snack time. Some parents

provide a packed lunch or they can choose to buy a lunchtime meal provided by an outside caterer. Any specific dietary needs or parents' preferences are catered for. Inclusion is promoted within the nursery and all children and their families are treated equally. Positive image resources and activities that reflect diverse cultures and abilities are incorporated into activities. Parents are encouraged to share as much information as possible about their child to ensure that practitioners can meet their needs. The setting has formed links with other agencies and professionals, and this means that children special educational needs and/or disabilities receive any additional support they need to help them make progress. There are established links with local nurseries and schools to support children's smooth transition as they move on to their next phase in learning.

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

This inspection was prioritised because of concerns raised with Ofsted about a room being used for the care of children on the first floor of the premises without the appropriate consent from the local planning department. This inspection found the provider was using the room for the older children in the setting. This means that children's well-being and safety are compromised because the provider has not ensured that this space is fit for purpose. Children's safety is further compromised because risk assessments are ineffective and do not identify all potential hazards to children in this area. This is with specific regard to the risk of falls from first floor windows and access to blind cords that are not securely fixed. This also applies to both parts of the Childcare Register. Furthermore, the provider is not able to demonstrate how the indoor space requirements are met when organising the provision. This means that some of the safeguarding and welfare requirements are not met and children's well-being and safety are not secure. At the inspection it was found that the provider had not notified Ofsted of the change of the manager within the prescribed time period. This is an offence and is a breach of the legal requirements for both the Early Years Register and the compulsory part of the Childcare Register. It also affects the efficiency of leadership and management.

Practitioners understand their role in protecting children. They are knowledgeable about what to do in the event of a concern about a child in their care, or if an allegation is made about a member of staff. Procedures include the use of mobile phones and cameras in the nursery to help safeguard children. Policies and procedures are in place and shared with parents, which enables them to know how the provision operates. Suitable recruitment, vetting and induction procedures are in place. They include checks to ensure practitioners' suitability and that staff have appropriate qualifications. Practitioners' ongoing suitability and professional development are supported through appropriate systems for supervision, appraisal and performance management.

Practitioners maintain friendly relationships with parents and have discussions at arrival and collection times. Feedback is provided every day and this makes sure parents are informed about their child's day at nursery, their well-being and care routines. Parents speak positively about nursery and the progress their children make. They say their children are 'happy and enjoy attending' and talk about the 'caring staff team'. Parents are provided with a summary of their child's progress at the end of each term. This gives them

the opportunity to look at their child's development records and talk to their child's key person. However, systems for monitoring the effectiveness of children's learning and development are not sufficiently rigorous across the provision to ensure assessments provide a clear and accurate overview of children's progress towards the early learning goals. The nursery works closely with the local authority early years team to improve the quality of care provided. This has recently included an audit of the provision to support and provide a structured approach to quality improvement and self-evaluation. The manager and practitioner team work well with other professionals and settings that children attend to promote consistency in their experiences and to support those with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- undertake effective risk assessments of the premises and equipment immediately where the need arises and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake effective risk assessments of the premises and equipment immediately where the need arises and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	980712
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	126
Name of provider	Tiny Treasures Daycare & Education Partnership
Date of previous inspection	28/02/2013
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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