

Tiny Treasures

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

Inspection date	13/08/2014
Previous inspection date	11/12/2013

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		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

- Staff establish warm relationships with children. As a result, children demonstrate that they feel safe and secure.
- Staff offer plentiful activities and resources covering all the areas of learning, promoting children's learning and development.
- Partnerships with parents are encouraged by the nursery and make a sound contribution to supporting children's well-being.

It is not yet good because

- The deployment of staff in the younger children's rooms does not consistently ensure that all children's learning needs are met.
- Daily routines do not always support opportunities for children to lead their own play.
- Self-evaluation is not sufficiently robust to fully identify and prioritise areas for improvement.

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 nursery and talked with the staff.
- The inspector viewed the areas of the premises and garden.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.

Inspector

Jemma Hudson

Full report

Information about the setting

Tiny Treasures was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in 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 17 members of childcare staff. Of these, 16 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.

What the setting needs to do to improve further

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

- ensure that staff are effectively deployed in the younger children's rooms to provide an environment focused on teaching and learning as well as care
- ensure the routines of the nursery are sufficiently flexible to allow children to lead their own play.

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

- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

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 learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan a range of experiences for children. They observe individual children's progress and record their development in their profile folders. The key-person system supports effective links with parents and carers. Staff obtain information about children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Children enjoy leading their own play and take part in activities, which are guided by adults. For example, children in the pre-school room maintain focus for sustained periods of time when they are making biscuits. They talk confidently, naming the different equipment they will use and learn how to follow a recipe, so developing their early literacy skills. Staff extend children's mathematical learning as they encourage children to weigh and measure the ingredients. Outdoors, staff encourage children to try new activities and to judge risks for themselves. Staff are on-hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys outdoors. This promotes children's physical development and encourages them to get better at things through effort and practice.

Staff introduce songs and rhymes effectively throughout the session and children actively join in the singing. They join in with children's play, talking to them clearly and taking opportunities to extend their vocabulary. Staff talk regularly with children in effective ways, including babies and toddlers. They listen to what children say and do, ensuring they feel valued and boosting their self-esteem and confidence. Staff encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Babies babble and laugh as staff engage their interest in animal puppets. Older children are encouraged to share their ideas, thereby, developing their language and communication skills. Consequently, they develop skills to support their move to school.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. However, at times, the focus on care routines in the younger rooms has a negative impact on children's learning experiences. For example, staff interrupt younger children's play to change nappies. Consequently, children are not always given sufficient time to develop their own ideas and become fully engaged in their play. During mealtimes, interactions are limited because staff are concerned with supervisory tasks, such as cleaning tables. This means that children do not benefit from quality interactions to support their learning.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks and meals, which include fruit and vegetables and children's individual dietary requirements are met. All children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, these children achieve some independence in hygiene and managing their personal care.

Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good as staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving outdoors. The nursery is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means that children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and they have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The nursery adheres to regulatory ratios and staff supervise children appropriately to meet their needs and promote safety. However, at times, deployment of staff in the younger children's rooms does not fully support their learning needs. Staff organisation and a lack of experienced, permanent practitioners in the baby room means that only one member of staff is a key person and other staff are focused on supervisory tasks. This has a negative impact on children's learning experiences. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. They play in a secure, safe environment, where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The managers and their team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. Most staff hold relevant childcare qualifications and are keen to continually update their professional development. The managers demonstrate a commitment to the continual development of the whole provision. For example, an action from the previous inspection to put in place effective behaviour management systems, has been successfully addressed. Recent training on behaviour management supports staff to manage children's behaviour. They use positive strategies to deal with any minor issues and children receive praise and encouragement, which supports their self-confidence and self-esteem.

The manager monitors staff performance, both informally through working alongside staff and more formally through annual appraisals, which identify some training needs. This helps to promote good outcomes for children. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although, the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. They are regularly informed about their child's learning through daily verbal feedback and newsletters. Relationships with other professionals and external agencies are established, so that children's needs are supported and help them to make progress. Information sharing is effective and this eases children's move to other settings or onto 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. 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	EY276353
Local authority	Essex
Inspection number	962770
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	11/12/2013
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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