

Tiny Treasures Daycare & Education

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

Inspection date	08/01/2015
Previous inspection date	08/07/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Children have secure attachments with staff and are settled in the nursery. Partnerships with parents are effective in supporting children to settle in the nursery and help their continued development.
- Children make choices from a suitable range of age-appropriate activities and resources indoors, which contributes to their progress in learning and development.
- Children are effectively safeguarded because staff have a secure understanding of the procedure to follow if they are concerned about the welfare of a child.

It is not yet good because

- Staff teaching practices are variable because the quality of teaching is not consistently monitored so that weaknesses are effectively identified and addressed, in order to improve learning outcomes for children.
- Staff do not benefit from good supervision arrangements that provide them with regular opportunities to receive targeted support and training to improve their teaching practices.
- Staff deployment is not effective during lunchtime to ensure children consistently receive adequate supervision to effectively meet their individual needs. Group time does not always support all children to become actively involved in their learning.

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 playroom and in the outdoor play area.
- The inspector conducted a joint observation with the nursery manager.
- The inspector spoke to the provider, manager, staff 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

Rupinder Phullar

Full report

Information about the setting

Tiny Treasures Daycare and Education was registered in 2011 and is owned by a partnership who own a number of nurseries. It is 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. There is an enclosed area for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and three at level 2. The nursery opens from 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 currently 17 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. 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 systems are implemented more consistently to monitor the quality of teaching, so that the manager is more able to identify where weaknesses are and address them, in order to improve learning opportunities for children
- improve arrangements for the supervision of staff, so that they are provided with regular opportunities to receive targeted support, coaching and training to effectively shape their continuous professional development and promote the best interests of children
- ensure staff are deployed effectively so that children are adequately supervised and their individual needs are consistently met, particularly during lunchtime.

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

- organise key group time better to enable all children to participate and become actively involved in their learning so that they make good progress.

Inspection judgements

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

Overall, children enjoy their time at nursery. However, the quality of teaching is variable and requires improvement. For instance, some staff working with the children are very good at holding children's attention in one-to-one sessions. They speak clearly and cleverly use good questioning techniques to inspire conversation and encourage children to think. However, this is not always the case in group time, where some staff are not as skilled at maintaining the interest of all children in the group. They miss opportunities to extend children's learning and support their individual needs effectively. This is because the key group time is not organised effectively so that all children are able to participate and become actively involved in their learning so that they make good progress.

Staff plan and provide a wide variety of learning experiences for children, indoors and outside, that suitably promote all areas of learning. For example, children use the outdoor area where there is space for them to play and opportunities for them to climb, run and jump. Children have great fun as they learn about the effects of mixing water and soap during water play. For example, staff show them how to make bubbles when they blow in-between their finger. In addition, they develop increased muscle strength and coordination as they move sand and water between different containers and enjoy lots of opportunities to explore using all of their senses. The nursery is stimulating and suitably resourced and the children enjoy easy access to a wide range of books and construction toys. As a result, children make independent choices of their play and learning.

Children make suitable progress and gain some of the skills they will need for school and future life. For example, they learn to solve problems as they persevere with jigsaw puzzles and learn to count as they sing number rhymes. Children develop their small muscle control as they use tools and make marks with pens, crayons, paint and chalk. On the whole, staff interact well with the children. Staff plan and provide daily activities that help to promote children's communication and language skills. For instance, they introduce games that encourage children to listen to the sounds that letters make and the rhythm in words. Many of the children attending the nursery speak English as an additional language and staff are aware of the need to teach children English while supporting the development and use of their home language. Staff ask parents to share key words in their children's home languages and staff use these, alongside English words, in their interactions with children. As a result, children learn English, are able to understand some of the things that the staff say and can communicate their basic needs. Staff obtain suitable information from parents and other professionals about individual children's interests and abilities before they start at nursery. Thereafter, staff regularly observe children and use the information they gather to inform planning, assess children's progress and to complete any required written progress checks for children aged between two and three years.

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

Children show by their words and actions that they are happy and settled at nursery. They smile and laugh as they play and readily go to staff if they need some support or reassurance. A suitable key-person system is in place, which helps children to feel safe and secure in nursery, and promotes partnership working between nursery and home. Staff are approachable and friendly and make sure all children and their families feel welcome. Staff greet parents and their children warmly as they arrive and regular two-way verbal communication is maintained between the nursery staff team and parents. Parents are aware of who their child's key person is and comment that they are satisfied with the care and learning that their child receives at the nursery. The staff team reflects the diverse religious, cultural, linguistic and ethnic backgrounds of the families using the nursery. This provides extra reassurance for many of the families using the nursery who speak English as an additional language. For example, many parents are able to communicate with staff in their home languages and their children are comforted because staff understand some of the words they are saying.

Children are provided with healthy and nutritious meals and snacks and drinks are available throughout the day. Staff ensure that all children's individual dietary needs are known so that their individual needs are met. Children are encouraged to self-serve their food and pour their own drinks to support their independent skills during mealtimes. Staff encourage children to clear their plates of uneaten food in a basin instead of the bins to eliminate risks to children's health. However, staff deployment is not fully effective to ensure children are consistently supervised so that children do not display unwanted behaviours, such as trying to eat other children's food. Children enjoy daily opportunities for outdoor play. They learn how to use their bodies, and discover what their bodies can and cannot do. For instance, they learn how fast they can run and how high they can jump in between the hoops. Consequently, children experience plenty of fresh air and exercise and their health is suitably promoted.

In the main, children behave as expected for their ages and stages of development. For example, younger children are starting to share and take turns in their play and older children understand the need to treat others with care and respect. Overall, children act sensibly and safely because staff provide them with clear safety messages during activities and as children move from one activity to another. For example, staff remind children not to run inside because they will fall and hurt themselves. Staff promptly acknowledge and reward children's good behaviour, effort and achievements, for example, through praise and positive body language. Consequently, children are motivated to behave and cooperate and to participate in experiences. Also, they are developing some of the skills and attitudes they need for the next stage in their learning and their eventual move to school.

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

The providers have made suitable progress since the last inspection, and the three subsequent monitoring visits, where the nursery received a number of actions to improve. The providers do not use the room on the first floor for children. Appropriate risk

assessments are in place to ensure the premises and activities remain suitable. The providers have implemented suitable systems to monitor risk assessment in the premises and the outdoor play area. All staff conduct risk assessments twice a day in designated areas of responsibility in the nursery. Staff record any hazards identified during this time and remove or minimise risks to ensure safety of children. The manager monitors these procedures set by the nursery to ensure that staff have carried out the safety checks and appropriately addressed the actions. In addition, all staff have received appropriate health and safety training to support them to carry out their responsibility in this aspect. The providers have made suitable improvement to the outdoor play area, in particular the provision of a new sink in the garden, used for children's hand washing. In addition, they have extended the range of resources in order to further develop children's learning. Safer recruitment and selection procedures are in place. Records of identity checks and vetting processes, including Disclosure and Barring Services checks for all staff, are maintained. This effectively contributes to ensuring that children are safeguarded appropriately. The provider and staff have a secure understanding of the signs of abuse and about their roles and responsibilities in protecting children from harm or if an allegation is made against a member of staff. Safeguarding information is displayed in the nursery. This acts as a useful guide for staff and parents, outlining the steps to take if they have concerns about the behaviour of any adult on the premises or concerns about a child's welfare. As a result, staff know the procedures to follow should they have any concern regarding a child's welfare. The nursery's safeguarding policy reflects Local Safeguarding Children Board guidance and procedures. Procedures regarding the use of mobile phones and cameras in the nursery are clear and are implemented effectively by staff. The nursery also has closed circuit television, therefore visitors and staff in the nursery are closely supervised.

Since the last inspection, there has been a change in the staff covering the manager's position. The current manager has recently resumed her role and the deputy is new in her role. As a result, processes of recent improvement are not fully embedded. For example, although staff are suitably deployed to ensure children learning needs are supported during lunchtime, staff are not effectively deployed to ensure children consistently receive adequate supervision. Consequently, children's well-being is compromised. The management team suitably monitor educationally programmes to ensure planning covers all areas of learning. Minimum training requirements are exceeded and all staff have access to regular training. However, staff teaching practices remain variable because the quality of teaching is not consistently monitored so that weaknesses are effectively identified and addressed to improve learning opportunities for children. In addition, staff do not yet benefit from good supervision arrangements that provide them with regular opportunities to receive targeted support and coaching to improve their practice. Consequently, children's well-being and their individual learning, interests and development needs are not met well at all times.

Good relationships are evident between parents and nursery staff. Noticeboards around the premises display lots of useful information for parents and staff maintain regular verbal communication with children's families. The nursery works in close partnership with other provisions owned by the providers. For example, nursery staff often participates in jointly arranged training events. Furthermore, nursery staff regularly communicate with other professionals who work with individual children and their families. This enables

important information to be shared between home, nursery and other professionals and promotes consistency of care for children.

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	EY434419
Local authority	Birmingham
Inspection number	987736
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	70
Name of provider	Tiny Treasures Daycare & Education Partnership
Date of previous inspection	08/07/2014
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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