

# Tiny Treasures

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



## Inspection date

16 June 2015

Previous inspection date

13 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Management have not implemented successful methods for evaluating the nursery, implementing action plans and improving staff's performance. This means that weaknesses are not swiftly addressed and the quality of teaching remains variable and not consistently good.
- Staff are not always effectively deployed to ensure that the older children are fully supported. In addition, staff do not always make best use of the garden to support children whose preferred learning environment is outside.
- Not all the required regulatory documentation is available for inspection.
- The overall judgement for this inspection is inadequate because the nursery was judged as requires improvement at the previous two inspections and is still not good enough at this inspection.

### It has the following strengths

- Children are effectively safeguarded. A wide range of policies and procedures, including safeguarding and health and safety policies, are clearly understood and followed by management and staff. Staff complete daily checks to ensure children play in a safe environment.
- Children effectively learn how to keep themselves healthy and safe by following good hygiene routines and practising emergency evacuation procedures on a regular basis.
- Partnerships with parents are strong. Good arrangements are in place to keep them well informed of their children's learning. Parents are also encouraged to share and support their children's learning further at home.
- The successful partnerships with the local schools are effective in helping children make a smooth move into full time education.

## What the setting needs to do to improve further

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

- improve the quality of teaching in order to help children make consistently good progress by, strengthening the support, coaching and training for staff and ensuring staff can plan and deliver a more challenging educational programme that consistently enthuses and motivates the older and more-able children
- improve the deployment of staff to ensure that older children have more support during larger group activities and the waiting times for children between activities are reduced
- ensure that the record of complaints is always available to Ofsted for inspection.

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

- extend the use of the garden and provide all children with more outdoor learning opportunities that inspire them to develop knowledge and skills in the areas of learning, so that children who learn more effectively outside are able to thrive
- evaluate the effectiveness of the nursery more closely by identifying areas for development that will sustain improvements in teaching and learning.

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

- ensure that information is available to Ofsted, on request, about complaints and the action that was taken as a consequence (compulsory part of the Childcare Register)
- ensure that information is available to Ofsted, on request, about complaints and the action that was taken as a consequence (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with one of the managers.
- The inspector held discussions with the managers, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw documentary evidence of the suitability and qualifications of the staff, action plans, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Champion

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children are steadily developing the skills they need for future learning and in readiness for starting school. Appropriate opportunities are provided for children to take part in activities that develop skills in early reading, writing and problem solving. Babies and toddlers become curious explorers as they investigate a range of sensory and messy materials. Staff observe children and plan learning experiences based on their next steps in development so they make steady progress. However, the effective use of planning and the quality of teaching practice are not always consistent across the nursery. For example, at times, the older and more-able children lose interest in the activities when staff miss opportunities to extend their learning and challenge their thinking. Children play and exercise outside on a daily basis and are able to develop their physical skills using a range of equipment. However, staff do not currently plan appealing outdoor activities linked to the areas of learning, or use the garden to its full potential for children who prefer to learn outside.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children are happy and settled. Babies and toddlers form warm bonds with the caring and nurturing staff. The key persons gather sufficient information from parents about children's care routines and individual needs so they can appropriately support children from the outset. Children are mainly well behaved in the nursery and praise is used effectively as staff support children to share and take turns when playing with the toys. However, sometimes staff are not effectively deployed during larger group activities. This means that children become distracted and less focused because they do not have a role model sitting with them to demonstrate good listening skills. Furthermore, children sometimes have periods of inactivity as they have to wait a considerable length of time for support, for example, as they get ready to go outside.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

The managers have an understanding of the requirements of the Early Years Foundation Stage but not enough has been done to ensure all requirements are met. Since the last inspection, there have been significant fluctuations in the number of staff, with a high number of the qualified and more-experienced staff leaving. There have been some recent changes in the deployment of staff within the nursery. Although staff are all very enthusiastic about these changes, not all staff have the knowledge and skills to securely plan and deliver activities matched to the children's different ages and abilities. In addition, the managers are heavily reliant on bank staff and agency staff working to ensure that the minimum required ratios are always met. The managers are also having to work within the rooms rather than keeping up to date with their managerial duties. Consequently, not all the recommendations from the last inspection have been met. There has been slow progress in ensuring that self-evaluation is rigorous and action plans are successfully implemented. The managers are also not able to easily find all the required

regulatory documents, such as complaint records, for inspection. Systems are in place for staff appraisal and supervision and some training has been attended. The managers also have a monitoring and tracking method to check that children's individual needs are identified. However, they have too little time to ensure that this information is robustly analysed to identify gaps in progress that can be attributed to specific groups of children or less successful teaching strategies. Therefore, although outcomes in relation to children's care and learning still require improvement, leadership and management are inadequate because the nursery has not made sufficient progress over the last two years.

## Setting details

<b>Unique reference number</b>	EY276353
<b>Local authority</b>	Essex
<b>Inspection number</b>	987733
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Tiny Treasures Day Nursery Ltd
<b>Date of previous inspection</b>	13 August 2014
<b>Telephone number</b>	01277 374437

Tiny Treasures was registered in 2004 and is run by a limited company. The nursery employs 13 members of childcare staff. Of these, nine staff hold an early years qualification at level 3 and two staff hold a qualification at level 2. One of the managers has Early Years Professional status. The nursery opens from Monday to Friday, all year round. Opening times are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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