

# Tiny Tots Academy

1 Walsall Street, West Bromwich, B70 7NX



## Inspection date

29 June 2015

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

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

Good

2

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

Good

2

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

Good

2

The setting **meets legal requirements for early years settings**

## Summary of key findings for parents

### This provision is good

- Children are motivated and enthusiastic learners. This is because staff have a good understanding of how children learn, extending learning through targeted planning and good quality teaching. Consequently, children make good progress.
- Staff are good role models as they are calm, caring and promote sharing, turn taking and kindness to one another. As a result, children learn how to behave appropriately with others, a skill they will need when they move on to school.
- Children develop a strong awareness of cultural diversity. Staff value and celebrate many festivals, involving parents in sharing traditional foods and their cultural expertise.
- Partnerships with parents are strong. Staff provide daily feedback on feeding, nappy changing and activities children have enjoyed. Parents are invited to regular events and receive weekly activities to extend their children's learning at home.
- Staff meet with teachers to share information before children move on to school from their care. This promotes continuity in children's care and learning to a good level.
- The nursery is well led and managed. Comprehensive self-evaluation of the nursery is in place. This includes the views of staff, parents and children. Consequently, strengths are celebrated and areas for further development are identified. This ensures continuous improvement towards excellence.

### It is not yet outstanding because:

- The monitoring of progress for different groups of children is still in its infancy. Therefore, managers are not able to clearly identify whether any group is falling behind and focus on reducing this gap.
- Staff supervision is not yet fully effective in supporting staff to develop the quality of teaching and learning to its full potential.

## What the setting needs to do to improve further

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

- enhance children's learning and development even further, by embedding the systems to monitor the progress of the different groups of children
- develop further the good staff supervision in place to include specific targets, so that staff's professional development is fully extended, in order to enhance the quality of teaching and raise children's achievements to the highest level.

### Inspection activities

- The inspector observed a range of activities and care routines in all rooms and spoke with staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation in the baby room with the deputy manager.
- The inspector looked at children's assessment records and discussed planning and children's progress with staff.
- The inspector held meetings with the owner/manager and deputy manager of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's self-evaluation form. She also looked at a selection of policies and procedures, including safeguarding, risk assessments and accident reports.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

### Inspector

Sharon Lea

## Inspection findings

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

Staff provide a wide range of activities which they know will interest the children and promote their learning. For example, staff provide babies with a variety of sensory resources to explore different textures and sounds. Toddlers enjoy exploring paint with their hands and finding the different numbered ducks in the water tray. Older children learn about how things change, such as when two colours of paint are mixed together. Staff extend children's language and listening skills through conversations, singing and story sessions. Many of the children attending speak English as an additional language. Staff gain key words from parents in their home language and use pictorial routines, to help them to meet children's initial needs. Bi-lingual staff use both English and children's home language, so that children are secure in both languages. A language screening programme is used effectively to assess children's skills and identify where further support may be needed. Staff assess individual children's progress regularly. However, managers are not yet able to track groups of children in order to clearly identify whether any group is falling behind.

### **The contribution of the early years provision to the well-being of children is good**

The nursery offers settling-in sessions, tailored to the individual needs of each child. A key person is assigned, depending on the staff member that babies or children develop an attachment to. As a result, children settle quickly and are happy and confident to explore the stimulating nursery environment. Children learn good hygiene routines as they wash their hands before eating and after messy activities. During snack time, staff reinforce the importance of eating healthy foods, such as fruit, to help them to grow big and strong. As children get older, they are encouraged to develop greater independence skills. For example, serving their own food at mealtimes. Staff celebrate children's achievements through lots of praise, boosting children's confidence and self-esteem very well.

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

The manager has a good understanding of her role in meeting the statutory requirements, such as staff ratios, to ensure that children are well supervised at all times. Staff have a good understanding of child protection and how to deal with any concerns. They attend regular training to update their knowledge. Staff are well qualified and use their training to promote children's learning to a good standard. The manager observes staff practice and encourages staff to reflect upon their skills during supervision sessions. However, staff supervision is not yet fully effective, as individual targets for staff's continual development are not clearly identified. The manager monitors all aspects of the provision. She carries out daily checks to ensure health and safety procedures are implemented and that planning is purposeful. Staff are trained in implementing risk assessments. Recording systems for accidents and injuries are in place. The manager reviews these to assess whether risk assessments are effective or whether additional measures are needed to keep children safe.

## Setting details

<b>Unique reference number</b>	EY484230
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1017740
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	42
<b>Name of provider</b>	MINNS LTD
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07538716497

Tiny Tots Academy was registered in 2014. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including the deputy manager who holds a degree in early years. The nursery opens Monday to Friday all year round except for bank holidays and two weeks at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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