

# Tiny Treasures Day Care & Education

488 Green Lane, Small Heath, BIRMINGHAM, B9 5QJ



## Inspection date

Previous inspection date

30 June 2015

15 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Children's learning needs are not consistently well met. The routines of the setting do not always allow key persons to spend enough quality time with their key children.
- Staff do not always accurately plan purposeful activities for each child in their care, in order for them to make the best possible progress.
- Management do not set clear targets for improvement, particularly with regard to improving teaching practice and the quality of activities being provided. Therefore, the quality of teaching is not consistently good.

### It has the following strengths

- Children's moves between the rooms and on to school are managed sensitively. Staff equip them with the basic social and emotional skills they will need. Therefore, children are well prepared to adjust to the changes ahead.
- Management understand their responsibility to meet the requirements of the Early Years Foundation Stage. They make use of documentation to underpin the practices within the setting, which ensures that children's safety and welfare are well promoted.
- Parents express that they feel that they can talk to staff and managers in confidence and that they value their support. Information is shared between the setting and home. This promotes continuity in children's care and learning.
- Children's physical skills are well promoted as staff teach them to manage their self-care. Children also make use of equipment to encourage them to practise skills in climbing and balancing.

## What the setting needs to do to improve further

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

- review the routines of the setting so that key persons spend more quality time with their key children to better promote their learning needs
- improve the observation, planning and assessment processes so that staff consistently plan purposeful activities for each child based on their individual learning needs, across all of the areas of learning.

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

- focus more closely on the impact of the quality of teaching and the activities planned throughout the setting, to swiftly address the weaknesses and improve outcomes for children.

## Inspection activities

- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with members of the management team.
- The inspector held a meeting with the management team and spoke to the staff throughout the inspection.
- The inspector looked at records available, including policies and procedures, risk assessments, children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and the qualifications of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents spoken to on the day.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.

## Inspector

Josephine Heath

## Inspection findings

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

Most staff are well qualified and make use of this knowledge to observe and assess children's development. Management check the progress of children frequently. Groups of children that need additional support receive it promptly. As a result, no child falls behind. However, staff do not always make effective use of what they know about children's individual learning to inform activities and help children make swift progress. Staff plan a variety of activities and children regularly take part in focused group sessions. However, at times children do not display an interest in joining in. For example, pre-school children are not keen to take part in activities that require them to make marks in order to expand their control in using pencils. This is because staff do not adapt the activities so that they consistently promote children's interests and provide challenge. Therefore, children do not make the best possible progress.

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

A key-person system is established. Staff get to know children and their families well. Children form positive relationships with staff and demonstrate they are happy in their care. However, the routines of the nursery mean that children do not spend enough quality time with their key persons. For example, children join in small-group sessions with their key persons just before they are collected. These sessions are often interrupted as parents collect their children and key persons prioritise giving parents feedback. Therefore, children's individual learning needs are not best promoted as key persons do not have enough time with them to identify and respond to children's differing requirements. Children are well cared for. At least half of the staff are first-aid trained, which means that accidents are managed efficiently. The environment is welcoming and resources are easily accessible. Therefore, children develop independence and confidence during their self-chosen play.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

This inspection was prioritised following concerns being raised about the safety and suitability of the premises. The inspection found that the provider had taken appropriate action to deal with risks in the environment. Staff check the spaces available, toys and equipment daily. They promptly act if something is faulty. Therefore, all hazards to children are minimised. This inspection also found that following a concern about a possible pest infestation, the provider acted according to professional advice. As a result, the pest problem has been cleared and the nursery has been sterilised. Therefore, management and staff are very clear about how to protect children from harm. Management ensure that staff have access to training. They make use of supervision sessions to identify staff training needs and set them goals to work towards. This has a positive impact on the quality of care provided. However, management are not focused enough on raising the quality of teaching and improving the activities that children take part in. Consequently, the learning outcomes for children are not yet good.

## Setting details

<b>Unique reference number</b>	EY444170
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1017957
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	134
<b>Name of provider</b>	Best Start Limited
<b>Date of previous inspection</b>	15 October 2012
<b>Telephone number</b>	01217728111

Tiny Treasures Day Care & Education was registered in 2012. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. 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 and children with special educational needs and/or disabilities.

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.

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