

# Tiny Treasures

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



## Inspection date

Previous inspection date

30 September 2015

16 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team demonstrate passion, commitment and great capacity to drive improvements to nursery practice. They are implementing effective strategies to address the areas raised at their last inspection. There is a significant improvement in the quality of teaching.
- There is a sharp focus to develop the quality of staff practice and teaching through a targeted programme of professional development.
- Staff demonstrate a secure understanding of how to promote children's learning and development. They support children's interests and provide stimulating experiences which offer appropriate challenge to support children's individual stage of learning.
- Staff are good role models. They calmly and consistently support children to behave well and to respect each other.
- Children are happy and thoroughly enjoy their time at nursery. They are confident to seek reassurance from staff when they feel upset.
- Staff establish good partnerships with parents. They value parents' contributions about children's achievements at home.

### It is not yet outstanding because:

- Staff do not always support older children's interests and natural curiosity to promote their understanding of early mathematical concepts.
- Management systems to review the effectiveness of practice for different groups of children that attend are less well-established.

## What the setting needs to do to improve further

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

- enhance the quality of the teaching to support older children's natural curiosity as they discover mathematical concepts in their play
- embed the systems to review the effectiveness of practice for the different groups of children that attend, in order to further identify areas to improve so all children achieve their best potential.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The managers are passionate in driving the quality of nursery practice to ensure children achieve their best potential. There is a clearly documented plan to address concerns highlighted at the last inspection. Staff are fully involved in identifying how to support continued improvement and they demonstrate commitment and dedication to the children. The impact of targeted training to improve the quality of teaching is evident in the experiences staff provide for the children. The required documentation to support nursery practice is now in place. Arrangements to safeguard children are effective. Staff have a thorough understanding of their role to protect children from harm and the procedures to follow should they have any concerns. Managers are implementing systems to improve how they review the effectiveness of staff practice and the progress children make. Partnerships with other professionals are well established and are effective in providing continuity and consistency when children move to school.

### Quality of teaching, learning and assessment is good

Staff have high expectations of themselves and the children. They use their professional knowledge to regularly assess the progress individual children make and identify their next steps in learning. This information is shared regularly with parents to ensure they are fully informed and involved in their child's learning. Staff skilfully weave counting into children's play with bricks. There is a keen focus to support younger children's developing communication and language skills. Staff intuitively repeat back sounds that babies make and talk to them. Children explore the change in sand when they add water to it. Older children investigate objects which sink and float in water and show an interest in capacity. Staff do not always fully use these opportunities to extend children's interest and learning in this area. Nevertheless, children are fully engaged and curious about their environment. They demonstrate positive attitudes to their learning and make good progress.

### Personal development, behaviour and welfare are good

Arrangements to support children's emotional well-being when they start and as they progress through nursery are effective. Children's starting points are firmly established with parents, and staff consult them to help to identify children's next steps in learning. The environment has been reorganised to enable children to more freely choose and access a wide variety of resources. Children develop independence in their self-care routines. Staff talk to children about healthy food choices as they enjoy their home-cooked lunch. Children especially enjoy more vigorous activities outside and notice changes in the natural environment, such as the changing colour of leaves. Children learn to share and take turns as they play. They begin to form friendships and enjoy experiences together.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They are acquiring good skills to support their future education. Older children are beginning to form letters and recognise letter sounds. They enjoy activities which enable them to test out their ideas.

## Setting details

<b>Unique reference number</b>	EY276353
<b>Local authority</b>	Essex
<b>Inspection number</b>	1020554
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Tiny Treasures Day Nursery Ltd
<b>Date of previous inspection</b>	16 June 2015
<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 hold appropriate early years qualifications at level 3, and two hold level 2. One of the managers holds Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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