

Tiny Treasures Daycare & Education



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

Inspection date

26 November 2015

Previous inspection date

8 January 2015

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Key persons do not always spend enough quality time with their key children to best promote their development.
- Staff do not always plan and provide activities that promote children's individual learning needs well. Not all children make the best possible progress.
- The routines of the setting are not always consistently implemented to help best prepare children for the next stage of their learning.
- Managers do not reflect closely enough on the overall quality of the provision to swiftly raise the standard.

It has the following strengths

- Leaders and managers make use of documentation, policies and procedures to underpin the care practices they provide. Children's safety and welfare are promoted.
- Staff promote children's physical well-being effectively. They teach children about being healthy. Staff help children and their families to learn about the importance of eating well and taking regular exercise.
- Staff help older children to develop the confidence and independence they need to move on to school. They learn to play well with others, express their ideas and manage their own care needs.
- The environment is welcoming and well resourced. Most children keenly explore and generally enjoy their time at the nursery.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ improve staff's interactions with children so that key persons spend quality time with their key children to best promote their learning needs | 29/02/2016 |
| ■ sharpen the focus of the planning so that activities provided enhance the progress of all children to the highest level, with specific regard to disabled children and those with special educational needs. | 29/02/2016 |

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

- review the routines of the setting so that they more consistently help to best prepare children for the next stage of their learning
- strengthen the evaluation of the setting to accurately identify and implement the changes required to swiftly raise the overall standard of the provision.

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 manager.
- The inspector held a meeting with the manager. She 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

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team does not have a clear overview of the quality of the provision to ensure all requirements are met. Managers do not reflect closely enough on the standard of the provision, with particular regard to the activities planned and key persons' interactions with the children. Targets for improvement are not precise enough to swiftly implement the changes required to improve the outcomes for children. The majority of the staff team is well qualified. Staff benefit from training opportunities to keep their knowledge and skills up to date. They also have regular meetings with management and are coached in their roles as required. This has had a positive impact on ensuring the actions from the last inspection have been addressed to an extent. Managers recognise the need to further improve and aspire to provide good quality care and education for all children. The arrangements for safeguarding are effective. The designated safeguarding officers and staff have a clear understanding of the safeguarding policies and procedures that are in place. This helps to protect children from harm.

Quality of teaching, learning and assessment requires improvement

Staff do not always make the best use of what they know about children's development to promote their individual learning at the highest level. They do not always plan and provide a wide range of activities and experiences that successfully motivate and inspire all children to participate and learn. Children, specifically those who need additional support, do not make the best possible progress because they are not helped to reach their full potential. Management review children's progress and have a general overview of their individual achievements, so that no child falls behind. Staff work in partnership with parents to share information about children's learning and care needs. Children benefit from some continuity in the promotion of their learning between the setting and home.

Personal development, behaviour and welfare require improvement

A key-person system is established. Children are well cared for. Staff are caring and approachable. Children form positive relationships with them and demonstrate they are generally happy in their care. However, key persons do not always spend enough quality time with their key children. Sometimes, they interact with them very little during a session. Therefore, children's individual learning needs are not best promoted. Children's social and emotional skills are mostly promoted well. They learn to behave well, respect each other and follow the simple rules that are set. However, sometimes the routines of the setting are unclear. Children do not always know what is happening next, they are unsure about joining in and their play is occasionally interrupted.

Outcomes for children require improvement

Children make some progress and overall they acquire the skills they need to adapt to the next stage of their learning or moving on to school. However, outcomes for all children are not yet good, particularly for those identified as needing additional support. Staff do not always provide children with the targeted help they need to support their best possible progress.

Setting details

Unique reference number	EY434419
Local authority	Birmingham
Inspection number	1029627
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	44
Name of provider	Tiny Treasures Daycare & Education Partnership
Date of previous inspection	8 January 2015
Telephone number	0121 439 1716

Tiny Treasures Daycare & Education was registered in 2011. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above and the manager holds a relevant qualification at level 4. The nursery opens from Monday to Friday, predominantly term time only. Sessions are from 8am until 4pm. Additional sessions are also available all year round from 8am until 6pm as requested. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also supports disabled children and those with special educational needs and those who speak English as an additional language.

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