

# Tiny Treasures Daycare & Education



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

## Inspection date

4 November 2016

Previous inspection date

26 November 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- Leaders and managers are ambitious and work hard to secure changes. Improvements have been made since the last inspection and there are targeted plans in place to ensure that this continues.
- Staff complete regular assessments on children's progress, in order to identify any gaps in their learning. Children make good progress in their learning in readiness for school.
- The environment, both indoors and outside is well laid out, safe and secure. Children enjoy playing with a wide range of good quality toys and resources. They confidently make choices in their play.
- There are highly effective partnerships in place with other professionals. This means that children who have special educational needs and disabilities are extremely well supported and make good progress in line with their starting points.
- Parents are very happy with the care and education provided for their children. Staff regularly share information about children's progress and suggest ideas about how learning can be extended at home.

### It is not yet outstanding because:

- Occasionally, during group activities some children become distracted and are not fully engaged in their learning.
- Staff do not ask parents for a wide enough range of information about what children can already do when they first start at the nursery.

## What the setting needs to do to improve further

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

- develop the organisation of group sessions so that all children stay focused and highly engaged in their learning
- build upon information gained from parents about children's capabilities when they start, to enable staff to identify children's individual starting points.

### 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 held a meeting with the provider, area manager and manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know exactly what to do should they have concerns about a child. They maintain a safe environment and supervise children well. Staff complete regular risk assessments of all areas. This helps to ensure that any possible hazards are removed. Recruitment and vetting procedures are robust and ongoing suitability checks ensure that all staff are suitable to work with children. Effective performance management and professional development procedures ensure that staff are knowledgeable. The management team has high expectations of staff and use robust systems to manage any staff underperformance. As a result, the team is well qualified and the quality of teaching is good.

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

Staff get to know children well through regular observations and accurate assessments of what they can do. They use this information effectively to plan activities taking into account children's individual interests. Children enjoy the time they spend at nursery. They enjoy taking part in messy activities, such as playing with flour and water. They squeal with delight as they explore the changes in consistency as water is added to the flour. Children's imaginations are fostered well as staff lead children on a bear hunt around the classroom. Staff listen attentively to children. They introduce new words and ask questions to encourage children to think and make links in their learning. Staff use pictures and visual prompts to support children who speak English as an additional language. This helps to support children's communication and language skills effectively.

### Personal development, behaviour and welfare are good

Children spend allocated time with their key person. They form strong bonds with staff who are kind, caring and friendly. This helps to promote children's confidence and emotional well-being. Initial home visits help staff to establish firm partnerships with parents and helps children to settle into their new environment. Children's good health is promoted. Staff remind children of the importance of following good hygiene procedures, such as washing hands before eating and after using the toilet. In addition to this, children have opportunities for regular outdoor activities. Children behave well. Staff encourage them to share, take turns and be kind to one another. This helps to develop mutual respect and positive relationships.

### Outcomes for children are good

Children enjoy listening to their favourite stories and join in with familiar phrases. They give meanings to the marks they make, for example, when writing shopping lists while playing in the role play area. Children learn to become independent and take care of their own needs. They confidently get their coats from their pegs and put these on before playing outside. Children who have special educational needs and disabilities are sensitively included in all activities. All children are gaining the necessary skills in readiness for moving on to the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY434419
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1033849
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Tiny Treasures Daycare & Education Partnership
<b>Registered person unique reference number</b>	RP530999
<b>Date of previous inspection</b>	26 November 2015
<b>Telephone number</b>	0121 439 1716

Tiny Treasures Daycare & Education was registered in 2011. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including two at level 6. 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 supports a number of children who speak English as an additional language and children who have special educational needs and disabilities.

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