

# Tiny Treasures Day Care & Education

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



## Inspection date

21 November 2017

Previous inspection date

21 June 2016

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

- The manager does not ensure staff effectively check the premises and equipment and organise these in a way that meets the needs of children.
- Staff do not consistently make accurate assessments or plan activities to meet children's individual learning needs. Children do not make enough progress in their learning.
- The management team do not focus staff professional development precisely on developing teaching practices. Children do not benefit from high-quality learning experiences.
- The management team do not use systems for self-evaluation effectively to address weaknesses and raise the quality of the provision and outcomes for children.

### It has the following strengths

- Staff are friendly and caring. They support children to settle in and to become familiar with the nursery. Children develop positive relationships with staff.
- Staff share information with parents about their child's day at the nursery. Parents comment that they are satisfied with these discussions. Parents receive newsletters to keep them informed about events in the nursery.
- Children have opportunities to play in the outdoor environment. Here, they run around with their friends and learn to negotiate the available space. Children enjoy snacks and staff encourage parents to provide healthy options in their children's lunchbox.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ ensure risk assessments are robust and the premises are organised to effectively meet the needs of children, with particular regard to the pre-school toilets   | 23/12/2017      |
| ■ ensure staff consistently make accurate assessments of children's development and use the information to plan activities that meet children's individual needs. | 23/12/2017      |

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

- strengthen staff's professional development and focus more precisely on developing teaching practice so that all children benefit from high-quality learning experiences
- use systems for self-evaluation more effectively to identify and address weaknesses in practice to ensure continuous improvement.

### Inspection activities

- The inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector observed the quality of the teaching during activities indoors and outside. She assessed the impact this has on children's learning. She completed joint observations of teaching with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at the relevant documentation and checked evidence of suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Rupinder Phullar

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Arrangements for the performance management of staff are not good enough. The manager does not support staff as well as possible to develop their teaching skills. As a result, the quality of teaching is variable and children do not make enough progress in their learning. Also, the management team do not use systems for self-evaluation to identify and address weaknesses in practice. The arrangements for safeguarding are effective. Staff have a secure understanding of the types of abuse and neglect. They are clear about the procedure they must follow if they have a concern about a child. Effective recruitment and induction procedures are in place. This helps to ensure staff are suitable to work with children. Records of any complaints are kept. Key workers and the special educational needs coordinator work with other professionals to help ensure children with special educational needs and/or disabilities receive the support that they need.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not have high enough expectations of what children can do and achieve. They do not consistently plan activities that provide children with suitable levels of challenge to meet their individual learning needs. Some children do not benefit from good enough opportunities to extend their skills. Some of the gaps in children's attainment are not closing as swiftly as possible because assessment is weak. Nevertheless, children do enjoy a range of activities that promotes different areas of their learning. For example, staff promote children's creativity. Toddlers make models with play dough and pre-school children enjoy finger painting.

### **Personal development, behaviour and welfare require improvement**

Children's well-being is not always given the highest priority. For example, risk assessments do not support children's good health. Some fixtures, such as the toilet cistern, are loose and not in a good condition. This poses a potential hazard to children. Nevertheless, children are secure on the premises. Staff lock all external doors to avoid unauthorised access to the nursery. Managers appropriately deploy staff who supervise children, ensuring they are within sight or hearing at all times. Staff praise children's efforts and help them adhere to the routines and behaviour rules that are set. Children listen, follow instructions and play alongside others.

### **Outcomes for children require improvement**

Due to weaknesses in teaching, some children do not make the progress that they are capable of, according to their age. Overall, children are developing some basic skills that they need to progress on to school. They are confident and have positive friendships with other children. Younger children make marks as they paint and draw. They fill and empty containers and use their physical skills. Older children count and use mathematical language, such as, 'up' and 'down' as they play with toy cars.

## Setting details

<b>Unique reference number</b>	EY444170
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1117950
<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 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Best Start Limited
<b>Registered person unique reference number</b>	RP531471
<b>Date of previous inspection</b>	21 June 2016
<b>Telephone number</b>	01217728111

Tiny Treasures Day Care & Education registered in 2012. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 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 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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