

# Tiny Treasures Day Care And Education

The Chase, Coleshill Road, Nuneaton CV10 0PH



<b>Inspection date</b>	4 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

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

- Leadership and management are not fully effective in providing training, support and coaching so that all staff have a good understanding of how to fully promote children's skills and interests.
- Staff do not communicate well enough with all parents or consistently use accurate observations to identify each child's level of achievement and plan effectively for their future learning.
- Teaching practice is not flexible enough to ignite children's natural curiosity. Staff do not support children well enough in exploring, investigating and finding things out for themselves.
- Staff do not fully support older children in tackling new challenges and managing some risks, or help them understand how good practices with regard to eating can contribute to their ongoing good health.

### It has the following strengths

- Staff support young children well as they progress from making sounds with their voices to saying single words and putting words together.
- Staff promote children's mathematical development effectively while they support different play activities.
- Children separate happily from their parents on arrival. Relationships between staff and children are good.

## What the setting needs to do to improve further

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

- develop practice for supporting older children in tackling new challenges and managing some risks, and for helping them to understand how good practices with regard to eating can contribute to their ongoing good health.

### 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 provider, who is also the manager of the provision, and discussed teaching methods with her.
- The inspector held meetings with the provider. She looked at relevant documentation, such as staffs' and children's attendance records and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of parents' views.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of leadership and management requires improvement

Leadership and management are not strong enough to ensure that supervision of staff is fully effective in making sure that teaching and planning for children's learning are good. Arrangements for safeguarding are effective. Staff are aware of potential hazards and minimise these appropriately. They ensure that the premises are secure. Procedures for staff recruitment, selection, induction and suitability meet requirements. Staff are aware of the signs of child abuse and neglect. They know the internal and external referral procedures to follow if they are concerned about a child. The safeguarding policy is thorough and information about child protection is clearly displayed for parents. Records, policies and procedures required for the safe management of the provision are well maintained and implemented.

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

Staff do not make good enough use of the information gained from observing children to plan effectively for every child's learning. They do not routinely help all parents share what they know about their children or keep them well informed about their children's achievements and progress. Teaching is variable. Staff do not encourage enough exploration of different textures and materials or help older children to develop their own ideas. Staff provide pencil crayons and paper for very young children. They do not recognise mark making for these children as primarily being a sensory experience. That said, children play happily with the toys that are available for them. Some choose to build with blocks and bricks and staff promote children's learning about size effectively as they talk about why the bigger bricks should be at the bottom. A small group of children enjoy playing a lotto game that has a shopping theme. Staff ask them to name the small cards that they select before matching them to pictures on their shopping list. The children then use their good handling skills to carefully place the small cards within spaces in a picture of a shopping trolley.

### Personal development, behaviour and welfare require improvement

Staff encourage children to be physically active each day. However, they do not make the most of opportunities to help children recognise and manage potential risks while they play or help them to gain an understanding of healthy eating. Staff effectively use their knowledge about food hygiene to protect children's health. Children learn to manage their self-care needs independently. However, staff do not consistently teach them how to manage simple tasks for themselves, such as pouring their own drinks or managing items of clothing. Children are happy and settled. They learn to share, take turns and show consideration for others.

### Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, they do not make as much progress as they can because teaching and activity planning for learning require improvement. Children are safe and happy. They build positive relationships with staff and other children. Children independently choose toys and books from ones set out by staff and some others that are easily accessible to them. Children are interested in books and enjoy listening to stories. Older children name shapes and colours while they play.

## Setting details

<b>Unique reference number</b>	EY543255
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10080537
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Best Start Limited
<b>Registered person unique reference number</b>	RP531471
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07951947689

Tiny Treasures Day Care and Education registered in 2017. The setting employs nine members of childcare staff and of these, seven hold appropriate early years qualifications ranging from level 2 to level 6. This includes the provider who is also the manager of the provision and holds a qualification at level 6. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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