

Tiny Treasures Day Care & Education

488 Green Lane, Small Heath, BIRMINGHAM B9 5QJ



Inspection date	17 October 2018
Previous inspection date	21 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager evaluates the provision well and has made many effective improvements since the last inspection. For example, the manager makes regular checks of the premises to identify and remove any hazards, to help ensure children's safety.
- The quality of teaching is good. Staff are well qualified and they have a good understanding of how children learn and develop. Children persevere with tasks. They are keen learners who are willing to have a go and show pride in their achievements. All children make good progress from their individual starting points.
- The manager monitors staff performance well. She makes regular observations of their practice and holds individual supervisory meetings. She identifies any training needs or where they need additional support. Staff use the skills gained to enhance children's enjoyment in the nursery and improve their learning outcomes.
- Staff work closely with other professionals so that they can provide extra support where children need it. Children who speak English as an additional language catch up quickly and gain the skills they need to communicate effectively.

It is not yet outstanding because:

- Children are not always given enough time to develop their own ideas as, occasionally, staff over-direct activities.
- Staff sometimes prioritise adult-led activities over the valuable and purposeful play children initiate for themselves.

What the setting needs to do to improve further

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

- give children time to explore resources and develop their own ideas independently
- give greater recognition to the value of the play and learning children initiate for themselves and enable children to complete these activities to their satisfaction before moving them on to adult-led activities.

Inspection activities

- The inspector observed different activities indoors and outdoors, and assessed the impact these had on children's learning. The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments, accident records and attendance records. She discussed the nursery's self-evaluation with the manager.
- The inspector checked evidence of staff suitability and qualifications.

Inspector

Karen Laycock

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of their roles and responsibilities to keep children safe. Staff demonstrate a secure knowledge of safeguarding and wider child protection issues. For example, they have a good awareness of the potential signs of abuse and know how to report a concern about a child's welfare. Recruitment and vetting processes are robust to help ensure the suitability of adults working with children. Staff have effective systems in place to exchange information with parents about children's learning at home and in the nursery. Self-evaluation is purposeful and effective and includes the views of parents, staff and children. Working closely with her enthusiastic team, the manager now sets clear targets to make positive changes for children.

Quality of teaching, learning and assessment is good

Qualified staff use their good understanding of child development to plan a wide range of enjoyable learning opportunities which keeps children motivated to learn. Children are provided with good opportunities to develop their language skills. Staff engage them in meaningful conversations about what they are doing and encourage them to share their home experiences. Staff introduce new words to help build children's vocabulary. They skilfully weave mathematics into children's play. For example, they help children to sort items into categories, such as colour, size and shape. They use mathematical language throughout activities so that children learn to make comparisons and solve problems. For instance, staff ask children questions to prompt them to think about number as they consider 'how many?'. Staff promote children's early reading skills well. For example, they read to children and encourage them to predict what happens next.

Personal development, behaviour and welfare are good

Children are relaxed and clearly enjoy their time in the nursery. Staff are kind and caring, and children develop strong bonds with their key person. Staff use effective behaviour management strategies to promote positive behaviour. Children behave well. They listen politely to each other as they take turns to talk about what they are creating as they use blocks and foam. Staff teach children about the importance of keeping safe. For example, children learn to wash their hands at appropriate times throughout the day. Children are provided with healthy and nutritious snacks each day. They are keen to play outdoors and benefit from a good variety of learning opportunities. Staff have created a mud kitchen in the outdoor area. Children happily splash, stir and pour as they carry water from a container and mix it with soil to make mud. They play cooperatively as they create pretend food and drinks.

Outcomes for children are good

All children make good progress in their learning. They learn to cooperate, take turns and respect others. Children are very welcoming. They talk confidently to visitors about what they are doing. Children gain independence in their self-care skills. For example, they put on their coats and help to tidy up after they have completed their activities. Children develop the skills and attitudes that they need to support their future learning as they move through the nursery and eventually on to school.

Setting details

Unique reference number	EY444170
Local authority	Birmingham
Inspection number	10079530
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	60
Number of children on roll	42
Name of registered person	Best Start Limited
Registered person unique reference number	RP531471
Date of previous inspection	21 November 2017
Telephone number	01217728111

Tiny Treasures Day Care & Education registered in 2012. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday during term time. Sessions are from 9am until 4pm.

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