

Tiny Treasures Stoke

Snow Hill, Stoke On Trent, Staffordshire ST1 4LY



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| Inspection date | 10 May 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
|---|---|-------------------------------|----------|
| 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

This provision is good

- The manager and staff work well together. They are dedicated and strongly committed to continually improving the service they provide. The manager diligently evaluates the quality of the nursery and develops action plans. This helps to promote good outcomes for all children.
- The nursery is highly inclusive. Children who speak English as an additional language and children with special educational needs and/or disabilities are extremely well supported. Staff have very good working relationships with other professionals to ensure that any interventions are swift and that teaching meets children's specific needs.
- Staff provide a warm and welcoming environment. They build positive relationships with children as they offer children gentle reassurance, encouragement and praise. Children are happy, settled and behave well.
- The quality of teaching is good. Staff adapt their planning and activities to meet the learning styles and interests of individual children. As a result, they successfully build on children's next steps in learning.
- Parents are very complimentary about the level of care their children receive. Staff provide numerous opportunities for parents to discuss their children's progress and talk to them about ways to support their children's learning at home.
- Staff do not make the best use of the outdoor area to fully extend children's learning and promote their development at the highest level. For example, staff do not consistently provide enough support for children to explore mathematical concepts outside.
- Occasionally, staff do not fully encourage children to think for themselves and solve problems during their everyday play and activities.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment even further to fully extend and build on children's learning, particularly exploration of mathematics, in order to promote their development at the highest level
- make better use of opportunities for children to think about and solve problems that occur in their everyday play and activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and local authority representative. She looked at relevant documentation and checked evidence of the suitability of all staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of child protection issues and understand the procedures to follow if concerned about the welfare of a child. Their safeguarding knowledge is current and regularly reviewed through training. Staff are well qualified. The manager frequently supervises staff practice and uses the information gathered to support their professional development. Effective monitoring systems enable the manager to analyse individual outcomes for children and to check children are making good progress across different areas of learning. Additional funding is used effectively to broaden children's learning and experiences.

Quality of teaching, learning and assessment is good

During children's settling-in sessions, staff gather detailed information from parents about children's prior learning on entry to the nursery. This enables them to identify children's next steps in learning and implement appropriate activities at the earliest opportunity. Babies have fun using their senses to explore musical instruments and develop their communication and language skills as they join in with action rhymes. Children have a wide range of opportunities to develop their physical skills. For example, they play with wheeled toys, fill and empty containers in the sand tray or make marks on chalkboards. Older children have opportunities to develop their imaginations as they create a car wash or use diggers to move soil. They have fun exploring the different sounds they can make by adding plastic piping to the top of traffic cones and using them as megaphones to amplify their voices.

Personal development, behaviour and welfare are good

Staff have created a stimulating and interesting learning environment, particularly inside. Resources are well organised to allow children of all ages to access them independently. Babies are very well supported by staff who are nurturing and sensitive to their individual needs. Staff are good role models who support children to be kind, friendly and polite. Children learn about healthy lifestyles. Staff take all children's dietary needs into account and the nursery provides healthy and nutritious meals. Older children enjoy doing things for themselves, including setting their place at the table for lunch before serving their own food. Children understand the importance of washing their hands before meals and learn to follow good hygiene routines. Children learn to manage risks for themselves. For instance, toddlers, supported by staff, learn how to use knives safely as they cut vegetables to make imaginary meals in the role-play area.

Outcomes for children are good

All children make good progress from their starting points. They become increasingly independent and can make choices in their play. Older children confidently sound out and read simple words. They handle tools with confidence. For example, they use scissors to cut different materials to create their individual models. Children of all ages follow instructions by listening carefully or following visual cues. They develop social skills and learn to take turns and share. They develop the key skills and knowledge that help prepare them for their next stage in learning and their eventual move to school.

Setting details

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| Unique reference number | EY544358 |
| Local authority | Stoke-on-Trent |
| Inspection number | 10091456 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 38 |
| Number of children on roll | 51 |
| Name of registered person | Tiny Treasures Stoke Ltd |
| Registered person unique reference number | RP544357 |
| Date of previous inspection | Not applicable |
| Telephone number | 01782 970280 |

Tiny Treasures Stoke registered in 2017. The nursery employs 11 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6 and five hold an appropriate qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three and four-year-old children.

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