

Inspection of Tiny Treasures Day Care And Education

The Chase, Coleshill Road, Nuneaton CV10 0PH

Inspection date: 13 September 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children do not learn to self-regulate their behaviour. Although they develop secure attachments with adults, poor behaviour impacts on the environment and children's opportunities to play and explore with confidence. At times, children are settled and play with what is available. They develop friendships and are keen to show adults what they create with play dough. Outside children run and play hide and seek, counting accurately to 10, hiding their faces and then seeking out the hidden children, under the slide. They laugh as they find each one. They know familiar songs and recognise the 'book of the week'. Staff do not plan effectively a broad range of interesting activities that spur and ignite children's thirst to learn. They miss many opportunities to challenge children indoors and outdoors as activities are mediocre at best. That said, there are a few activities that support children's learning. Story time introduces props for the 'bear hunt'. Children hold a bear each. They become engaged as they feel the mud in a bowl, look through a tube designed as a cave and feel the 'snow' on their faces as they follow the bear. Unfortunately, these activities are too few.

What does the early years setting do well and what does it need to do better?

- The leadership team is not sufficiently focused on setting a high-quality curriculum that results in good education and childcare for all children. Although leaders aspire to this, they do not have an accurate view of the quality of the setting and what they need to do to improve. Leaders have not acted to address the issues from the last inspection. Weaknesses in the leadership of the nursery mean that staff have a limited understanding of what the curriculum should include to meet the needs of the children attending the setting. Planning is not effective across all areas of learning.
- The supervision of staff considers the needs of the children but is not effective in driving improvement. Although staff have access to professional training, this is not targeted to raise the quality of teaching and improve the childcare and education experiences for the children. Teaching is very weak. Although staff recognise children's different styles of learning, they do not take account of these when planning for daily activities. Too often, staff provide children with an answer without waiting for them to think things through and respond. They do not extend children's vocabulary well enough through play.
- The limited range of activities does not support children's learning across all areas. Staff do not use what they know about children to plan a range of exciting and interesting activities that engage and interest them. Resources, such as role-play construction jackets and equipment, are not made readily available so that children can use their imagination during outdoor play. Staff do not act on spontaneous play or engage children in learning. For example, they do not allow children to extend on or explore their imaginations as they rush to

'an emergency' and use a pretend hose to douse the fire. Activities do not challenge the most able children by using what they already know and need to learn next.

- Behaviour is poor. Ineffective methods of behaviour management do not teach or help children to learn about good behaviour. The lack of an exciting environment means that children are bored and, as a result, behaviour deteriorates quickly. This leads to a high number of incidents of challenging behaviour, which are not always well managed by staff. Children do not learn to respect each other or begin to develop an understanding of how their behaviour makes others feel. This impacts negatively on children's learning and education.
- Weaknesses in documentation and the failure to implement policies do not ensure that children are safe at the nursery.
- Staff are kind and caring. They respond well when children arrive distressed. Children form secure attachments with their key person and this supports their transition into new rooms. Some local links have been made with schools and children make visits to meet and look around, in preparation to support their future move. Older children are becoming independent in their own self-care. Parents report that they are happy with the care and that they are informed of their children's daily activities.

Safeguarding

The arrangements for safeguarding are not effective.

Failure to implement the nursery medication policy means that children's well-being is not assured. The registration system for children is not effectively maintained as it is not readily available. In the event of an evacuation, there is a risk that all children present, may not be identified quickly enough to ensure they are safe. Staff have a suitable knowledge of how to respond in the event of a concern about a child in their care. They have a good understanding of the signs and symptoms that may suggest a child is vulnerable or may be at risk of harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the policy for administering medication is always correctly implemented to ensure the safety of children	27/09/2019

manage behaviour effectively so that children learn to play cooperatively, taking turns with others, and to show sensitivity to others' needs and feelings	25/10/2019
ensure that a daily record of the names of the children being cared for on the premises, and their hours of attendance, is available and accessible at all times	27/09/2019
improve the quality of teaching so that staff support children to strengthen and deepen their learning and development, and to focus on what each child needs to learn next so they make rapid progress	25/10/2019
consider the individual needs, interests, and stage of development of each child to plan challenging and purposeful activities across the areas of learning	25/10/2019
ensure that each area of learning and development is implemented through planned and purposeful play and through a mix of adult-led and child-initiated activities.	25/10/2019

Setting details

Unique reference number	EY543255
Local authority	Warwickshire
Inspection number	10081565
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	70
Number of children on roll	19
Name of registered person	Best Start Limited
Registered person unique reference number	RP531471
Telephone number	07951947689
Date of previous inspection	4 October 2018

Information about this early years setting

Tiny Treasures Day Care And Education registered in 2017. The setting employs six members of childcare staff. Of these, five 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. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- A learning walk took place with the manager of the nursery. This viewed all areas used for childcare and considered how the leaders took account of what was to be included in the curriculum through the different age ranges.
- The inspector spoke to staff and children during the inspection and took account of the views of a selection of parents. She observed staff and children's interactions and the range of activities available to children during the inspection.
- A joint observation of practice was carried out with the manager of the nursery. This took account of her view of the quality of teaching and learning during the activity.
- A selection of documentation and policies, including evidence of suitability checks, was seen by the inspector.

We carried out this inspection 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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