

# Inspection of Tiny Treasures Daycare & Education

290 Hobmoor Road, Small Heath, Birmingham B10 9HH

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Inspection date:

25 September 2019

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The newly appointed manager is enthusiastic and is beginning to implement changes to the curriculum. Children are starting to be offered more experiences to help them build on their skills for future learning. However, the manager needs time to implement her ideas and she has not yet identified all of the weaknesses across the setting. In the room for children aged two and three years, children do not always benefit from stimulating, exciting activities. Staff struggle to support new children who are settling in to become confident to take part in group activities. Children often run around the room and staff do not use consistent strategies, with the youngest children, to promote positive behaviour. Staff provide some sensory experiences, such as water play and with corn flour. However, some staff do not identify a real purpose for learning in the activities that they provide. Their teaching practice is not flexible enough to support children in exploring and developing their own ideas. Staff fail to see that the very structured routine interrupts children's enjoyment in learning. Children become distressed and disengaged because they do not want an activity to end. That said, pre-school children are settled, happy, confident and motivated to learn. They enjoy story time and they listen well. They confidently discuss the story and are eager to see what is going to happen next. Staff interpret children's needs well, as babies and young children communicate through gestures and expression, although support for emerging speaking skills is not fully effective.

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

- Staff benefit from regular one-to-one and whole-group staff meetings. However, the new manager is not yet focusing and targeting supervision meetings on raising the quality of teaching and learning. She has not yet identified some of the weaknesses in the room for children aged two and three years. Staff working with this age group do not demonstrate a strong understanding of how young children learn. They often provide group time that is too advanced for some children and they do not recognise how to adapt their teaching to help the youngest, newest children to become engaged and interested.
- Pre-school children engage in a suitable range of activities. They test out how things work and solve problems as they make their own dough. Staff recognise how to support older children to prepare for school. Children develop their writing skills as staff support them to write their names. They are gaining independence as they make choices in their play. However, children aged two and three years do not consistently benefit from good-quality experiences. Staff are often too quick to tidy activities away and move on to the next task such as group time and snack. This means younger children do not get the time or the opportunity to explore and investigate fully. This results in children becoming upset and not wanting to take part in the next activity.

- Staff complete home visits when children first start and the settling-in process helps key persons build positive relationships with children and their parents. Key persons get to know the children quickly. They have identified some developmental delays and are beginning to implement targeted support to help some children. However, some children's behaviour is poor at times. Some staff pick children up and take them to where they want them to be, instead of explaining and encouraging them to act in a positive way. Staff do not give consistent messages to help young children understand expectations and boundaries. Nevertheless, pre-school children are considerate, well mannered and play well together.
- Staff teach children the benefits of healthy foods and exercise. Children have daily opportunities for outdoor play and enjoy a range of physical activities. They are provided with healthy snacks and their dietary requirements are well planned for. Children with allergies are accommodated and robust care plans and risk assessments ensure all staff are fully aware of the procedures to follow in an emergency.
- Staff working with the pre-school children engage in conversations with them and ask a range of questions to extend their learning further. However, staff working with the two- and three-year-old children do not always use language which is age appropriate to help young children to develop their vocabulary. Questions are sometimes too advanced or are not appropriate for the activity the children are taking part in. Staff do not recognise when children are not responding. They continue to question them without giving them time to think and respond, to help develop their thinking and reasoning skills.
- Parents speak positively about the nursery and feel well informed about what their children are learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that all staff are fully aware of their responsibilities to protect children from harm. Staff receive regular training and have regular discussions on child protection matters during one-to-one and group meetings. They demonstrate a good understanding of the signs and symptoms of abuse and are alert to wider safeguarding issues that may occur in a child's home or in the setting. Procedures for recording incidents that occur at home have been reviewed to ensure that staff and managers are able to monitor and act on concerns. Staff complete risk assessments and ensure that the premises are safe. Rigorous collection procedures are implemented to ensure no unauthorised persons can gain access to the nursery.

## **What does the setting need to do to improve?**

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

	<b>Due date</b>
improve the organisation of routines, to allow time and opportunities for children to fully explore and investigate, develop their own ideas and find things out for themselves in accordance with their different stages of development, to meet the needs of all children	27/11/2019
focus the support, coaching and mentoring for all staff on raising the quality of teaching and activities provided, including helping those working with the children aged two and three years to improve their understanding of how young children learn, to elevate the experiences on offer and the progress children make	27/11/2019
ensure that all staff use effective behaviour management strategies to help young children understand expectations and boundaries.	23/10/2019

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

- support staff to use age-appropriate language and provide better opportunities for children to think and respond to questions to help develop children's reasoning skills and vocabulary.

## Setting details

<b>Unique reference number</b>	EY434419
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10124850
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Tiny Treasures Daycare & Education Partnership
<b>Registered person unique reference number</b>	RP530999
<b>Telephone number</b>	0121 439 1716
<b>Date of previous inspection</b>	4 November 2016

## Information about this early years setting

Tiny Treasures Daycare & Education registered in 2011. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 3.30pm. Additional sessions are also available all year round from 8am until 6pm as requested. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma McCabe

## Inspection activities

- The inspector completed a learning walk with the manager.
- The inspector completed two joint observations with the manager and asked her to evaluate the quality of teaching and learning.
- The inspector observed a range of activities, indoors and outside, and assessed the impact on children's learning.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector held a meeting with the manager and the provider. She looked at a range of documents, including recruitment and induction, suitability checks, certificates and supervision records.

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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