

Inspection of Tiny Treasures

Wellgate, Conisbrough, Doncaster DN12 3HW

Inspection date: 13 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children and families into the nursery and make time to get to know them well. For example, before starting for the first time, families are invited to stay-and-play sessions. This helps children to become familiar with the environment and the staff. It also helps parents to feel confident about leaving their children here. When children move between the rooms in the nursery, or leave to start school, they are supported equally well. Leaders have a clear and ambitious vision for the nursery. They identify and address areas for improvement. Leaders want children to be healthy, safe and excited about learning. They communicate this well to staff, families and other professionals, maintaining a friendly yet professional approach.

Children benefit from the well-planned and varied activities that staff provide for them indoors and outside. Staff take notice of what interests children, and use this knowledge to help them to learn and remember new things. This is demonstrated when children hear, and then see, an aeroplane in the sky. Staff facilitate a discussion about different modes of transport and family holidays. Parents hold the staff and leaders in very high esteem. They appreciate their caring attitudes towards children and say that they feel respected and very well informed about children's development.

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

- Staff have high yet realistic expectations for children's learning. This means that the experiences they plan for children are challenging, exciting and motivate them to learn. Staff are very well aware of children's abilities because of their close relationships. Therefore, they consistently keep in mind the next stage of each child's development and aim to help them to continue to achieve.
- Children who may need additional support are identified swiftly through skilled and accurate assessment processes. This includes children with special educational needs and/or disabilities. Staff offer appropriate support to these children to ensure that they make good progress. Where specialist help is required for children, leaders make sure this is accessed. When the nursery is allocated additional funding to further promote children's development, this makes a positive impact. For instance, additional staffing enables children to access all areas of the nursery safely, and learn how to regulate their behaviour.
- Staff model speech and language very well. They use a range of vocabulary and make sure that they pronounce words correctly. As an example, while children are preparing their fruit for snack time, staff describe the banana as 'soft' and the apple as 'crunchy'. They talk about washing the germs away as children clean their hands. Staff provide commentary for children's play and talk to them to explain how to do things. They listen carefully and respectfully when children

Speak to them, which encourages conversational skills. Very occasionally, staff provide several instructions for children, one after the other. Children find this difficult to follow.

- Staff provide many opportunities for children to sing. They sing together about the days of the week, the weather and when tidying up. Many high-quality books are readily available for children to access independently, to share with one another or with staff. This encourages children to have a love of books and develop their early literacy skills. However, although not common, sometimes story times are interrupted unnecessarily. This diverts children's attention and has an impact on their developing listening skills.
- Staff provide excellent role models for children. They are happy, treat one another respectfully and speak calmly. Children are aware of the expectations for their behaviour and need only the gentlest reminders to share or take turns. Staff promote positive behaviour and provide distractions and alternative options if children struggle with the rules or routines.
- Leaders and staff prioritise children's health. They teach children about the benefits of a balanced diet, physical play, fresh air and healthy teeth. Staff offer advice to parents about children's health too. This promotes a consistent approach for children which has a positive impact on their well-being.
- Staff are offered meaningful opportunities to talk about their roles and responsibilities with leaders, including how to access professional development experiences. Staff say that they feel very well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

All staff and leaders have a sound knowledge and understanding of safeguarding matters. They describe how they would identify effectively children who are at risk of abuse or neglect. Staff are clear about the local child protection reporting procedures and feel confident to follow these in order to keep children safe. They are equally confident about how to manage allegations against staff members. Staff follow up any unexplained absences to ensure that children are safe and well. Leaders work effectively in multi-professional teams when children and families need extra support.

What does the setting need to do to improve?

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

- develop further children's early literacy and their listening and attention skills by making sure that the time spent sharing books is not interrupted unnecessarily
- promote children's thinking skills even more by providing simple instructions and directions that do not overwhelm them.

Setting details

Unique reference number	EY549004
Local authority	Doncaster
Inspection number	10123436
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	2 to 4
Total number of places	33
Number of children on roll	56
Name of registered person	A&J Childcare Ltd
Registered person unique reference number	RP549003
Telephone number	01709 858818
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Treasures registered in 2017. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The provider holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Goodger

Inspection activities

- The inspector and the provider carried out a learning walk to discuss what the nursery offers for children.
- The inspector observed the experiences for children indoors and outside and at various times of the day.
- At appropriate times during the day, the inspector spoke to staff and children.
- The inspector spoke to parents to gain their views on the nursery.
- The inspector viewed a sample of relevant documentation, including evidence of staff's suitability.
- The inspector and the provider jointly observed and evaluated an activity.
- The inspector attended a meeting with the provider and the manager to discuss the leadership of the nursery.

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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