

Inspection of Tiny Treasures Day Nursery

32 Albion Road, Broadstairs, Kent CT10 2UP

Inspection date: 26 February 2020

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

Children settle quickly in this welcoming and friendly nursery. They have a warm and affectionate relationship with staff, who meet their emotional well-being effectively. Staff provide exciting play opportunities to enhance children's learning. They encourage children to lead their own play and learning. Consequently, all children, including those with special educational needs and/or disabilities, are well prepared for their next stage of learning and they develop essential life skills. Children's behaviour is good. Younger children are developing a clear understanding of expectations within daily routines. Older children are learning to share and take turns, and are developing empathy towards their friends.

Younger children display good levels of independence and self-assurance. They confidently follow daily routines, such as using tissues to blow their nose, and soap to wash their hands. At mealtimes, staff interact with children by asking them what foods are good for us and what foods we should eat in moderation. In addition, they ask how physical activity helps us to grow big and strong. Children enjoy participating in these conversations and develop the confidence to share their opinions. Children show good concentration skills and perseverance as they use crayons and pencils to mark and write letters that are familiar to them. Older children develop good skills in numeracy. They understand simple calculation and problem solve as they play. Young children enjoy using scales to weigh a variety of objects.

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

- The provider and newly appointed manager are totally committed to providing the highest quality care and learning experiences for children. They have an ambitious and inclusive vision for the nursery. This includes a focus on developing even more sensory play items for children to explore.
- Staff are enthusiastic and put the children at the centre of all that they do. There is a sharp focus on supporting children's communication and language development. Staff use clear pronunciation of words and picture cards to extend and challenge children to ensure they become confident talkers. Young children use words such as 'trickle' and 'disappeared' as they explore a puddle. They confidently use toy diggers and explain to each other that they are scooping up bark and soil. However, staff have not fully explored ways to develop outdoor play even further for those children who enjoy learning outdoors.
- Staff are very well supported by the manager. They feel the manager listens to their thoughts and ideas on implementing new activities or making changes to the environment. This makes them feel valued and respected. The manager is mindful and ensures staff workloads are manageable. This supports staff's physical and emotional well-being.

- Staff receive training opportunities, including managing children's behaviour. This is having a very positive effect on all children's concentration skills and engagement. Staff work in good partnerships with other early years professionals to ensure that all children receive the help and support they need.
- The manager is reflective and works with the provider, staff and parents to improve practice and meet children's needs. Staff help children who speak English as an additional language to develop early communication and language skills. Staff seek from parents a wealth of information regarding key words used at home. They use picture labels, visual timelines and the spoken word so that children understand what will happen next to support their learning and development.
- Staff plan and implement a curriculum that focuses on children's current and emerging interests. This includes exploring ways to make the best use of food items, such as the leftovers of butternut squash to make soup. Therefore, children learn skills in resourcefulness and sustainability. However, staff are less confident in their knowledge of the intended learning outcome of some activities. This does not enable staff to consistently demonstrate high-quality interactions with children to extend their learning even further.
- Parents are complimentary about the many changes that have taken place within the nursery. They like the new resources and changes to the environment. They enjoy reading the information displayed about the focus activities for the week. They say staff are welcoming and are genuinely interested in their children's care and development.

Safeguarding

The arrangements for safeguarding are effective.

There are good procedures in place to safeguard children and adults. The manager and her staff team have a secure knowledge of what to do and the procedures to follow should they have concerns about the welfare of a child. They can identify different indicators of possible abuse and know the relevant agencies to report concerns to. Staff attend regular child protection training to ensure their knowledge remains current. Robust recruitment procedures are in place to ensure staff are suitable and remain suitable to work with children. Staff are aware of the procedures to follow should they have concerns about a colleague's practice. The nursery premises are safe, and ongoing risk assessments ensure any potential risks are minimised to help protect children.

What does the setting need to do to improve?

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

- embed staff's knowledge of the intended purpose of each activity, to help to improve their interactions with children when delivering the curriculum

- strengthen the planning of the curriculum to cover all areas of learning more effectively for those children who prefer to learn outdoors.

Setting details

Unique reference number	2510409
Local authority	Kent
Inspection number	10144536
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	1 to 4
Total number of places	45
Number of children on roll	17
Name of registered person	Smiles Care Limited
Registered person unique reference number	2510408
Telephone number	07957168792
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Treasures Day Nursery registered in 2019 and is located in a converted building in Broadstairs, Kent. The nursery employs six members of childcare staff. Of these, the manager and the deputy hold degrees in early years, and all other staff hold childcare qualifications at level 2 or 3. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Thouless

Inspection activities

- The inspector completed a learning walk with the manager and discussed how resources are set out and how staff implement the curriculum.
- The inspector completed a joint observation with the manager of staff interacting with children.
- The inspector sampled a range of documentation, including evidence of staff's suitability checks, childcare qualifications and paediatric first-aid certificates. Documentation regarding adult-to-child ratios and staff deployment was also viewed.
- The inspector held a meeting with the provider and the manager to discuss the management of the nursery setting.
- The inspector spoke to parents and read written feedback they had provided to take account of their views.

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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