

Inspection of Tiny Treasures Daycare & Education

290 Hobmoor Road, Small Heath, Birmingham B10 9HH

Inspection date: 29 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed by friendly and attentive staff. Since reopening in March 2021, after a lockdown during the COVID-19 (coronavirus) pandemic, children are greeted at, and collected from, the front entrance area. These changes have not had any adverse impact on the children's care, and they settle quickly to play. Children are confident and have close relationships with adults who care for them. A focus on children's emotional well-being helps them to think about how they are feeling and the feelings of others. This provides them with good levels of self-esteem.

Leaders and the staff team have high expectations for children to do well. However, the curriculum does not fully support the skills children will need to acquire across all the areas of learning well enough. Staff do not always build on children's communication and language skills so that they make the best possible progress. That said, children enjoy their time at the nursery. Older children learn about pencil control and some are beginning to recognise letters and numbers.

Children are developing good independence skills in their own personal care and they are learning to keep themselves healthy through good hygiene practice. Staff support younger children in their personal care needs. Children like to play outdoors, where they can run and explore in the environment. Children learn about respect and how their behaviour may impact on each other as staff regularly remind them to share and take turns. As a result, their behaviour is good.

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

- Leaders have a suitable understanding of what the curriculum should contain. They know the importance of the prime areas of learning for all children, especially as they return to nursery following the pandemic. However, in practice, the curriculum is too narrow and restricts children's learning. Planning does not always differentiate between children to provide precise learning for each child. At times, the variety of activities is limited and focuses on what staff want to teach the children rather than what individual children need to learn next. Some children do the same thing more than once during the day. The quality of the teaching is variable. Some children's learning is not always extended, while at times, others become disengaged. On occasions, high levels of noise can impact on children's learning.
- Staff recognise the importance of increasing children's language to help them have the best possible start in their education learning. Staff speak to children throughout the day and engage with them in their play and learning. Staff introduce phonics and encourage children to repeat the sounds. However, at times, teaching is inconsistent. Adults use of a mix of capital and lower-case

letter sounds, which is confusing for children to learn the correct pronunciation. Most-able children are not yet beginning to repeat sounds that will help them to make words and increase their vocabulary rapidly. That said, children begin to learn to count and see numbers represented in the environment. Older children recognise the similarities between a 'z and a 2', as they look at letters in the sand.

- Children are beginning to successfully manage their own behaviour. Staff remind them of the boundaries that keep them safe. Children are encouraged to think about how their actions affect others. Group times focus children on how they feel, and pictures of different emotions allow children the opportunity to consider different feelings. Staff skilfully speak about different emotions and reaffirm that these are okay too. Staff are kind and respond quickly to children who are less settled, taking care of them and providing reassurance. Children receive praise and rewards for good behaviour and for sharing their thoughts with each other. They develop good levels of confidence and self-esteem.
- Children enjoy healthy snacks at the nursery and staff are familiar with children's individual dietary requirements. Children's physical development is supported in the outside play area. They climb and manoeuvre equipment in the space and learn about how plants grow from seed.
- Staff feel well supported by leaders and receive regular feedback on their performance through a programme of supervision, which includes information about their role and responsibilities. The nursery provides good support for children who have special educational needs and/or disabilities. They have links with local agencies where they can seek advice.
- Parents are generally happy with the care and education their children receive. They are informed about their children's progress and know how to access their online journals.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have continued to support families throughout the recent pandemic. They maintained contact with families by telephone. The nursery provided families with information about their children's learning and ideas of activities for at home. Staff have a good knowledge and understanding of the signs and symptoms that may indicate that a child is more vulnerable to abuse. They are familiar with what to do if they have any concerns, including any professional issues. Staff monitor the security of the premises during drop off and collection times. A daily review of the environment minimises risks to children so they can play safely.

What does the setting need to do to improve?

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

	Due date
ensure that leaders support staff to implement a full curriculum that takes account of the individual learning needs of each child, so that children can make the best possible progress in all their areas of learning	30/09/2021
improve how staff plan and implement activities so that teaching is effective, and children gain the skills they will need for their next stage of learning.	30/09/2021

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

- consider how the environment can enhance children's learning through reduced noise levels.

Setting details

Unique reference number	EY434419
Local authority	Birmingham
Inspection number	10126676
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 at time of inspection	2 to 4
Total number of places	25
Number of children on roll	26
Name of registered person	Tiny Treasures Daycare & Education Partnership
Registered person unique reference number	RP530999
Telephone number	0121 439 1716
Date of previous inspection	25 September 2019

Information about this early years setting

Tiny Treasures Daycare & Education registered in 2011. The nursery employs six members of childcare staff, all of whom, hold appropriate early years qualifications. One at level 6, one at level 4, three 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 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
Yvonne Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A range of documentation that supports the safe and effective management of the nursery was viewed by the inspector. This included a sample of policies, procedures and evidence of suitability checks on adults working with children.
- Leaders at the setting and the inspector completed a learning walk. All areas of the premises used by children were viewed. They considered how the nursery sets out and implements the curriculum to meet the needs of all the children attending.
- The inspector and manager completed a joint observation of practice. The inspector took account of the manager's evaluation of the quality of teaching and the impact this has on children's learning.
- The views of parents whose children attend the setting were considered. The inspector spoke to children and to staff at appropriate times throughout the inspection.

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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