

Inspection of Tiny Toez @ Barley Lea

51 The Barley Lea, Coventry CV3 1DX

Inspection date: 24 June 2021

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

What is it like to attend this early years setting?

The provision is inadequate

Children do not receive the support they need to make at least good progress in their learning. They are often bored and disinterested because activities are not stimulating enough. Some resources do not work. For example, children are given torches and lights to explore light and dark but only one torch works. At other times, children crowd around one jigsaw puzzle and comment that they have already completed it and it is 'too easy'. Pre-school children lack the motivation to join in with the limited experiences on offer.

Activities and resources provided for babies and toddlers are more varied. Children in these rooms are more engaged in play. Younger children enjoy exploring messy play activities with foam, ice and water. However, staff do not have high expectations for children's learning. Weak teaching and planning for children's future learning means that they make poor progress in their learning.

Overall, children are settled. However, the key-person system is not implemented effectively. Staff do not know their key children well enough. Children do not form close bonds with their key person. Care and learning is not tailored to children's individual needs. Children are not supported to learn how to behave well. They do not demonstrate a positive attitude to play and learning.

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

- Staff receive basic support and attend supervision meetings with managers. However, not enough support has been given to staff to develop their practice to an acceptable level. Although management have a basic understanding about the intent of the curriculum, they do not support staff effectively to implement an effective educational programme.
- The quality of education is weak. Leaders do not monitor staff performance or children's learning sufficiently. Staff do not have a good enough understanding about what children know and can do. This means they do not plan effectively for what children need to learn next. Children make little progress in their learning. Older children rarely engage in any meaningful play or learning. Children are not well prepared for the next stage in their learning, including school.
- Staff do not intervene effectively to support children with special educational needs and/or disabilities. They do not focus support on what these children need to learn next. For example, staff do not focus on developing speaking skills for children who have significant delays in communication and language development, or for those children who speak English as an additional language. Children, including those in receipt of additional funding, are not making the typical progress expected from their starting points.

- Children develop sound physical skills. Babies are beginning to stand and take first steps. They enjoy moving cars around a tray filled with foam. Older children balance and build with construction pieces. Children benefit from plenty of opportunities to play outside in the fresh air.
- Staff do not reinforce the rules for appropriate or expected behaviour. They do not give consistent messages to children. For example, staff say 'no thank you', or 'no pushing' without explaining why such behaviour is not acceptable. As a result, children do not understand what is expected of them.
- There is no effective key-person system in place. Staff do not know enough about their key children to be able to meet each child's needs. For example, staff are unsure about the age of their key children.
- Children benefit from healthy snacks and meals. Staff obtain information about children's allergy and dietary needs when they join and are careful to meet any requirements when providing food for children.
- Parents share some positive comments about the provision. However, staff do not share enough information about children's learning and development to help parents to build on this further at home. Parents are not aware of who their child's key person is. There is not enough continuity of care between the setting and home.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in safeguarding children and promoting their welfare mean that the provider cannot ensure each child's well-being. Staff do not follow effective risk assessment procedures. This has led to two separate occasions where a child has been left unsupervised in the building and in the outdoor area. Risks to children's safety were evident on the day of the inspection. Staff had not identified or removed risks presented from trailing string, blind cords or doors where children could trap their fingers. This puts children at risk of injury. Staff gave young children balloons to play with, which children tried to blow up but then returned to the pile to be used by other children. This presents a risk of cross infection and could put children more at risk of contracting COVID-19 (coronavirus). Although there is a policy in place for the safe use of mobile phones in the nursery, managers do not ensure that staff follow the procedures. This places children at risk of harm. Staff do have a sound understanding of how to identify and report any safeguarding concerns about children and they are aware of the procedures to follow in respect of allegations against staff.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve risk assessment to identify any risks to children's safety and take steps to minimise or remove risks in a timely manner	14/07/2021
implement an effective policy to cover the use of mobile phones and cameras in the nursery	14/07/2021
take all reasonable steps to promote children's health and prevent cross infection, giving particular consideration to helping to prevent the spread of COVID-19 (coronavirus)	14/07/2021
ensure staff manage children's behaviour effectively and give children consistent messages and boundaries so that children learn what is expected of them	14/07/2021
put effective key-person arrangements in place to ensure that every child's care is tailored to meet their individual needs	14/07/2021
establish a good two-way flow of information sharing with parents about children's care and development to keep them fully informed and to ensure children's needs are consistently met	14/07/2021
ensure staff identify and provide effective support for children who have special educational needs and/or disabilities which is focused on what children need to learn next	14/07/2021
provide staff with effective supervision that focuses on support, coaching and training to enable them to deliver an effective educational programme for children.	14/07/2021

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

	Due date
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support staff to gather sufficient information about what children already know and can do and that they use this information to focus on what children need to learn next	27/08/2021
provide sufficient activities, resources and experiences to engage children in fun, purposeful play.	27/08/2021

Setting details

Unique reference number	EY551969
Local authority	Coventry
Inspection number	10198677
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	69
Name of registered person	Tiny Toez Childcare Limited
Registered person unique reference number	RP551968
Telephone number	02476449946
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Toez @ Barley Lea registered in 2017. The nursery employs eight members of childcare staff, most of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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.
- The inspector and manager completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with staff, parents and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager, operations manager and owner of the nursery. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- This inspection was carried out following the risk assessment process.

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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