

Inspection of Tiny Treasures Day Care And Education

The Chase, Coleshill Road, Nuneaton CV10 0PH

Inspection date: 19 October 2021

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children are not effectively protected from harm in this setting. Designated leads for safeguarding do not have sufficient knowledge of the procedures to be followed in the event of concerns about children's welfare or procedures to be followed in the event an allegation is made against an adult working in the setting.

As a result of the COVID-19 pandemic, parents do not enter the setting. They continue to drop their children off at the nursery entrance. Children are welcomed on arrival by their key persons, who chat briefly with parents. Children engage in some activities that are on offer, for example they enjoy playing in the garden using various wheeled toys and the slide. However, they do not gain the support they need to help them to consistently progress across all areas of their development. Staff do not have high enough expectations of what children can do and, as a result, some activities are not challenging enough. That said, children develop close relationships with their key person.

Children are familiar with the routines, such as pouring their own drinks and clearing away their plates after snack. However, the arrangements for what children are taught do not sufficiently focus on supporting children to gain all the knowledge and skills they need to develop, in readiness for their future learning and the eventual move on to school.

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

- Some improvements have been made in the setting since the last inspection. The play environment is attractive and children are also beginning to manage their own behaviour. However, these improvements are not sufficient to raise the overall quality of the setting.
- Staff receive regular training in safeguarding and child protection matters. However, the information gained from training, for those designated to take the lead in safeguarding, is not sufficiently retained to ensure that the required procedures are followed correctly. This does not protect children from harm in the event that concerns arise.
- Managers have not yet developed a curriculum that is designed to support children to continually build on what they know. As a consequence, staff do not have a clear understanding of how the curriculum is sequenced to support children to progress on to their next stages in learning. Staff make regular observations and assessments of what children know and can do. However, assessment information is not used precisely enough to plan appropriately for what each child needs to learn next, to help them to move on in all areas of their learning.
- Staff identify where children with special educational needs and /or disability

need specific additional support and provide some appropriate support for this. This includes children who speak English as an additional language.

- Information is gained from parents at the beginning about what children know and are able to do. This information is not used to plan appropriately to meet these children's learning needs from the start. Parents speak highly of the nursery. They are happy with the communication they receive about their child's care, both at drop off and in the system they access online.
- Staff plan some activities and experiences for children. For example, using play dough to make spiders in line with their current theme of spiders and pumpkins. Children use tweezers to take spiders out of a tray, covered with tape in the shape of a spider web. However, these activities are too few and do not provide children with opportunities to practise their emerging skills. Children attempt to make their own snack by spreading jam onto bread. However, not all children receive the support they need to achieve this.
- The quality of teaching is variable. For example, staff use questions with children about the subject they are looking at. For example, they ask how many legs a spider has and what the play dough feels like. However, at times, there are too many questions asked, which children struggle to answer. Staff do not always adjust their teaching to support children's differing needs.
- Children develop some communication skills. Older children enjoy singing along to songs, dancing and playing instruments. They learn about rhythm as they hear the beat and march along with staff.
- Improvements have been made to the management of behaviour. Staff use appropriate strategies which help children learn to understand the impact that their behaviours have on their peers. Staff provide gentle reminders and children respond well to these.
- The nursery environment is spacious and well laid out. Staff prepare areas, such as a role-play area, which is currently a shop selling real life fruit and vegetables. Resources are freely available for children to access. Outdoors, children enjoy self-directed play. They have some opportunities to climb and ride bikes together in the space. Children have opportunities to visit the local areas as they are taken on regular nature walks to explore the environment.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has an appropriate safeguarding policy and procedures in place. However, the designated leads for safeguarding do not have a robust enough knowledge and understanding of these procedures. They show some understanding of how to report concerns about children, though they lack some knowledge of concerns that indicate a child may be at risk of harm. They do not understand the procedures to be followed in the event that an allegation of abuse is made against staff or managers. This does not keep children safe and protected from abuse. Safer recruitment procedures are followed, and appropriate checks are made to ensure staff's suitability to work with children are carried out. The nursery building is secure and appropriate safety measures are in place. Areas of the

nursery are routinely checked to ensure that risks in the environment are minimised.

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
make sure that designated safeguarding leads for the setting have a robust enough knowledge of local procedures for reporting concerns about children and concerns about adults working with children, to ensure that children are effectively protected from harm	10/11/2021
increase the support for staff to understand the sequencing of the curriculum so that they plan quality learning experiences which help meet the learning needs of each child.	10/11/2021

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

	Due date
use the initial information gained from parents to plan more effectively to build on what children already know and can do from the start	10/11/2021
make best use of information from assessments to plan more precisely so that children can practise and develop key skills in readiness for future learning	10/11/2021
make sure staff adjust the levels of support they provide for each child to meet their different learning needs and help them to achieve.	11/11/2021

Setting details

Unique reference number	EY543255
Local authority	Warwickshire
Inspection number	10149826
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 at time of inspection	2 to 4
Total number of places	58
Number of children on roll	6
Name of registered person	Best Start Limited
Registered person unique reference number	RP531471
Telephone number	07951947689
Date of previous inspection	10 March 2020

Information about this early years setting

Tiny Treasures Day Care And Education registered in 2017. The nursery employs three members of childcare staff. Of these, all three hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time from 9am to 3pm.

Information about this inspection

Inspector

Suzanne Taylor

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 took this into account in the evaluation of the setting.
- The manager and inspector conducted a learning walk. They viewed all areas of the nursery and discussed how the curriculum was organised.
- The inspector made observations throughout the inspection and conducted joint observations with the manager to assess the quality of education.
- The inspector held a meeting with managers. She reviewed a sample of documentation, including policies, procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took 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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