

Inspection of Tiny Treasures Day Care & Education

488 Green Lane, Small Heath, BIRMINGHAM B9 5QJ

Inspection date: 4 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settle quickly when they arrive, despite the changes made to the drop-off arrangements as a result of the COVID-19 pandemic. They demonstrate that they feel safe and secure through their positive engagement and attitudes towards learning. The caring staff are responsive to children's needs. They know the children well and work hard at building strong bonds with each child. Staff demonstrate a good understanding of how to develop children's language. For example, staff repeat simple words when playing with younger children. Children enjoy choosing songs to sing with their friends. They move excitedly to the music as they sing, and this helps to develop their vocabulary well.

Children concentrate on activities they choose, such as playing imaginatively with dinosaurs, drawing pictures and writing their own name. Staff help children to learn how to use their senses to explore materials, such as sand and water. Children enjoy helping to make play dough and adding fragrant herbs, such as parsley, mint and coriander. Children behave well. Staff use simple language to give children instructions, which they follow. For example, children respond promptly to the 'stop' signal. Children show awareness of rules and boundaries and are kind to each other. They learn how to share and take turns. Children cooperate well with their friends as they tidy up after playing.

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

- Staff are keen to help young children achieve. They observe children and assess their development and use this information to plan activities. Staff are familiar with the overall curriculum aims in their room. However, at times, they do not implement these aims fully. For example, occasionally, the most-able children are not fully supported to extend their thinking and learning.
- Staff work to promote a smooth and confident settling-in procedure for new children. Before children begin in the nursery, staff speak with parents. Together, they complete necessary records and staff gather information about children's likes, dislikes and preferences. Parents report that staff are kind and caring. They feel that their children are looked after well. However, staff do not ensure that all parents are informed of their children's progress or involved in supporting their children's learning at home.
- Staff interact well with all children. They take time to support children who speak English as an additional language. They use picture cards to clearly explain what is happening now and next. This helps to prepare children well for any changes to their routine. Where necessary, staff work with other professionals to support children with special educational needs and/or disabilities. Staff provide interesting activities for all children. For example, children choose from a range of resources, sensory play and art and craft

activities.

- Children are well prepared for their eventual move to school. Staff teach children to be independent, such as by learning to put their coat and shoes on and manage their personal hygiene. Children learn to make healthy choices at snack times with adult support. They understand the importance of fresh vegetables and fruits and where they come from. Staff provide opportunities for children to participate in group activities, such as circle time. This helps them to learn how to sit with others in a group.
- Children have access to the outdoor play area throughout the day. Staff provide a range of opportunities for children to be active and develop their physical skills. Older children develop their small hand muscles well. For example, they learn to grip different writing tools, and develop an understanding of mathematical concepts when using flour and sticks to draw lines and circles. Children use their imaginations as they dress up to role play different characters.
- The manager provides staff with regular meetings, supervision sessions and access to professional development opportunities. This has a positive impact on staff's well-being, and they are keen to contribute to the improvements in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise the signs that a child might be at risk of harm. They receive regular training and updates and know how to record and report concerns about children's welfare swiftly. Staff are aware of wider safeguarding issues, such as protecting children from extreme views. The leadership team follows effective recruitment procedures to ensure ongoing staff suitability. Staff receive appropriate induction and ongoing training. They are deployed well to ensure that children are supervised throughout the day. Leaders assess and identify risks effectively.

What does the setting need to do to improve?

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

- help staff to further develop their confidence and skills in planning and implementing a curriculum that consistently builds on what children already know and can do
- strengthen procedures so that all parents are informed about their children's progress, and they are able to contribute and be involved in supporting learning at home.

Setting details

Unique reference number	EY444170
Local authority	Birmingham
Inspection number	10210859
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	60
Number of children on roll	29
Name of registered person	Best Start Limited
Registered person unique reference number	RP531471
Telephone number	01217728111
Date of previous inspection	17 October 2018

Information about this early years setting

Tiny Treasures Day Care & Education registered in 2012. The nursery employs four members of childcare staff. All staff hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday from 9am until 4pm during term time. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

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 her evaluation of the setting.
- The inspector and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation of an activity was carried out by the inspector and the deputy manager.
- The inspector held discussions with the manager, parents and children at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about suitability and training.
- A meeting was held between the inspector, the operations manager and the manager.

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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