

# Inspection of Tiny Treasures Daycare & Education

290 Hobmoor Road, Small Heath, Birmingham B10 9HH

---

Inspection date: 30 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

There is a homely, friendly atmosphere at this nursery. Children excitedly enter and staff greet them warmly. Children who are settling in seek out key persons for reassurance when needed. Children enjoy listening to stories and exploring books, which are readily available indoors and outside. Staff use real-life objects and puppets relating to stories, to engage and motivate children well.

Children benefit from a wealth of opportunities to develop their physical skills. They use tweezers to pick up fruit and vegetables. Staff encourage children to make marks using pens, pencils and paint. Children are taught how to hold scissors correctly to cut materials to add to their creations. They show curiosity as they explore natural and sensory materials, such as fruit, herbs and vegetables.

Children behave well. Staff recognise the impact that the pandemic has had on children. They have focused and prioritised the curriculum for personal, social and emotional development. This has greatly supported children in their sharing and turn-taking skills and helps them to engage well with each other. Children are kind and caring towards one another and invite their friends to join their play. Children receive frequent praise and encouragement. This helps to build their self-esteem and children demonstrate that they are confident, safe and secure at nursery.

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

- Leaders carefully consider children's current learning needs to help them to embed a curriculum focused on what children need to learn next. The newly appointed manager is passionate about providing a wide range of activities and experiences to thoroughly engage children in play and learning. She has a good oversight of children's learning and development. She is swift to identify children who may need additional support. She contacts other professionals to ensure these children receive the support they need. Children, including those in receipt of additional funding, make good progress in their learning.
- Staff receive good support and coaching to help them understand their responsibilities. They complete mandatory training and have recently completed training in how to improve planning for children's education. As a result, most staff are skilled at planning and delivering focused learning opportunities for children. Leaders recognise that further support is needed for some staff to build a staff team who consistently practice at the highest level.
- Staff place a high priority on helping children to develop independence. Most children go to the toilet and wash their hands independently. They hang their coats on pegs, help to cut fruit at snack time and freely access tissues to wipe their own noses. Children are keen to help with the routines of the day. They eagerly wait to help set out the cushions for their friends at group time.

- Overall, children's communication and language skills are supported well. Staff sit alongside children in areas, such as the role-play kitchen area, and join in with their play. They model words and vocabulary and use simple questioning techniques to encourage conversation. Staff use plenty of opportunities for children who speak English as an additional language to develop and use their home language in play. However, staff, occasionally, place more focus on children's home language and do not always place enough emphasis on helping children to develop English speaking skills.
- Staff skilfully weave mathematics into their teaching. They encourage children to count the different food types a hungry caterpillar eats in their 'book of the month'. As children look at other books, staff show them how to tell the time. Children are beginning to recognise numbers and know there is a big hand and a small hand on a traditional clock face.
- Partnerships with parents are good. Staff share information with parents verbally and electronically. Staff help parents to build on children's learning at home. For example, children take reading books home. Children take turns to look after the nursery bear and share the bear's diary on return to nursery. Staff also encourage children who need more emotional support and reassurance to take the bear home and back. This helps to reassure children with a positive link between nursery and home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms of possible abuse and what to do should they have concerns regarding a child's welfare. They understand what to do if they have concerns about the practice of their colleagues. There are clear procedures to report child protection concerns, which are in line with the local authority procedures. All staff have completed safeguarding training, which ensures that children's safety and protection are a priority. Leaders know how to recruit new staff safely. They carry out appropriate vetting checks and provide a detailed induction, so staff are aware of the policies and procedures in the nursery.

## **What does the setting need to do to improve?**

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

- provide greater support for children who speak English as an additional language to help them to develop English speaking skills at a faster rate
- strengthen opportunities for staff to enhance their professional development to consistently deliver the highest quality of teaching for children.

## Setting details

<b>Unique reference number</b>	EY434419
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10202119
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Tiny Treasures Daycare & Education Partnership
<b>Registered person unique reference number</b>	RP530999
<b>Telephone number</b>	0121 439 1716
<b>Date of previous inspection</b>	29 June 2021

## Information about this early years setting

Tiny Treasures Daycare & Education registered in 2011. The nursery employs three members of childcare staff. One member of staff holds a childcare qualification at level 4 and one holds a level 3 qualification. The nursery opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the effectiveness of teaching.
- Parents spoke to the inspector and gave their views of the nursery.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held a meeting with the nominated individual, area manager and the nursery manager and looked at relevant documentation and evidence of staff suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022