

# Inspection of Tiny Treasures Day Care And Education

The Chase, Coleshill Road, Nuneaton CV10 0PH

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Inspection date: 4 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children have fun in this setting. They are happy and have built strong and close relationships with staff. This helps them to feel safe and secure with those who care for them. Children enjoy the time they spend with staff. They readily include them in their games. For example, children throw the dice and shout out the numbers of dots that they see. They receive lots of praise for their efforts and achievements and are eager to continue this game.

Children show positive attitudes to learning. They gain the skills and knowledge they need in preparation for their future learning and the eventual move on to school. Children play cooperatively together. They work together to build a ramp. They agree the rules and take turns to roll their cars along the ramp. They include staff to make sure they also have a turn. All children behave well. This includes children who are in need of some additional support. They learn to manage their own behaviours and are beginning to understand about their own feelings and the affects these can have on their peers. Children routinely use good manners and are kind to each other, giving toys to their peers. They respond well to staff reminders to take turns and apply this to their other games.

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

- Significant improvements have been made since the last inspection. The manager has developed a curriculum which is ambitious for all children. Staff use the information gained from parents when children first start to plan for what each child needs to learn next. A new approach has been implemented to ensure that activities and experiences are planned to meet each child's learning needs. That said, this is still in the early stages and requires more time to more fully embed to help promote even better outcomes for all children in the future.
- Staff have worked hard to ensure the play environments are arranged to ignite children's interests and stimulate their learning. Children are keen to develop their own thoughts and ideas during their games. For example, they use a mix of natural resources and small world figures to develop a story. They are keen to talk with staff about what is happening. Staff listen effectively to children and join in their games.
- Children develop good communication skills. They enjoy the interactive story sessions. Children are eager to take on a role in the familiar story. Staff make good use of props to support children to follow the sequence of events. Staff include new words for size to describe, large, medium sized and small. Children use this new vocabulary during the story. Staff include other language to describe positions, such as 'underneath, next to' and 'on top of'. This helps to further develop children's understanding as they place their props and follow the instructions.

- Children enjoy their time outdoors. There is a hive of activity and lots of lots of lively chatter as children invite their peers to play. They work out their rules together during play. Children develop their smaller physical skills as they use one-handed tools to paint marks with water. They develop their larger muscles as they run up and down in the space, use a range of wheeled toys and climb the low-level tree stump.
- Independence is promoted in the setting. Children put on their own coats with ease. They learn to use the fastenings of zips and studs with little support from staff. They manage their personal care routines, using the bathroom and routinely washing their hands. However, not all resources are available for children to independently access for themselves. For example, as they build on stories in role play, their imaginative flow is interrupted several times when they run out of what they are using and need to ask for staff support to gain more.
- Managers have improved the support and coaching that is provided to staff. They have made good use of the support provided by the local authority advisors to work on their plans for improvement. Staff have been actively involved in making changes to improve the provision.
- Parents speak highly of the friendly and caring staff. They say they value the detailed information they receive about their children's care and learning during discussions on collection. They say their children are happy attending and they can see how much they are learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Designated safeguarding leads have a secure understanding of their responsibilities to ensure children are effectively protected from harm. Staff have attended additional training, more recently for safeguarding, which has helped to improve their knowledge and understanding of child protection matters. All staff demonstrate a robust understanding of the signs and symptoms that indicate a child is vulnerable to abuse. They know the procedures that must be followed where concerns arise about a child's welfare. All staff understand the procedures to report an allegation that may be made against a colleague. Recruitment procedures are robust and ensure that staff are suitable to work with children. Routine risk assessment checks ensure the environment is safe for children to attend.

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

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

- continue to embed the newly introduced approach to the planning of activities and experiences to help promote even better outcomes for all children
- provide further opportunities for children to independently access resources for themselves to enable them to continue to lead their own play and learning.

## Setting details

<b>Unique reference number</b>	EY543255
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10213805
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	58
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Best Start Limited
<b>Registered person unique reference number</b>	RP531471
<b>Telephone number</b>	07951947689
<b>Date of previous inspection</b>	19 October 2021

## 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 12.45pm.

## Information about this inspection

### Inspector

Suzanne Taylor

## 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 together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting. The views of parents were also considered from the written information provided.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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