

# Inspection of Tiny Treasures

6-8 Winchester Avenue, Lancaster, Lancashire LA1 4HX

---

Inspection date: 16 June 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 | Not applicable |

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

### The provision is good

Children show they feel safe and thrive in the care of the passionate staff team. They are motivated to learn and immediately engage in the environment filled with areas of interest. For example, children play with the small-world airport and act out their holiday experiences, while staff help them find the holiday destinations on the world map. Children show high levels of enthusiasm as they excitedly talk about where they have been or where they are going.

Children show positive attitudes towards their learning through high levels of concentration and enjoyment in their play. Younger children in the baby room are given lots of sensory experiences to encourage early communication. For example, while babies explore dried cereals, staff use words such as 'crunch' and 'stomp'. The babies respond to by attempting to repeat the words in their play.

Children are developing a love for stories. They have access to a range of books inside and outside. Staff read to children at request and with great enthusiasm. Children develop skills for starting school. For example, older children are encouraged to take part in listening games to develop their listening skills. Children engage with excitement throughout, eager to recognise the next noise first.

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

- Managers and staff have high expectations of children. They provide them with interesting opportunities to develop their curiosity and enhance their learning. For instance, children show interest in the weights of different-sized blocks. Staff used this interest to introduce weighing scales, encouraging children to test out their theories of which blocks are heavier or lighter.
- Overall, staff have a strong understanding of how children learn. When introducing written numbers to children, staff use visual aids to support them, for instance by holding up the corresponding number of fingers.
- Children with special educational needs and/or disabilities achieve the best possible outcomes. Referrals for additional support are swift. The special educational needs and disabilities coordinator goes above and beyond to implement targeted support to ensure children's needs are met. While waiting for external agencies to respond, strategies are implemented to ensure progress is made. Any additional funding that children are entitled to is carefully used to have the biggest impact.
- Managers and staff are good role models and have high expectations for children's conduct. Children behave very well. They know how to share and take turns when playing. Staff praise children regularly for their good behaviour. This helps to boost children's confidence and helps them learn how to share and be kind to others.

- Managers and staff value and promote equality and diversity throughout the nursery. Staff have daily discussions to embed understanding of the differences and similarities between all children and staff at nursery. This helps children understand what makes them unique.
- Managers have a clear and ambitious curriculum vision for providing high-quality education to all children. However, this is not yet fully embedded and consistent throughout the nursery. For instance, not all staff consider what it is that children need to learn next during activities. Consequently, not all learning opportunities build on children's prior knowledge.
- There is a focus on building strong relationships among the staff team and supporting their well-being. All practitioners share their individual experience of the personalised support they have received from the management, showing an inclusive approach to staff supervision. This ensures staff feel valued and supported, which in turn has a positive impact on children.
- Overall, partnership working is strong. Parents report that their children's experiences in the nursery are entirely positive. They comment on the 'the amazing staff' and 'all the learning that takes place'. However, the arrangements for extending children's learning at home are not yet embedded. This hinders continuity of care and learning for children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff display a strong safeguarding culture, ensuring it is everyone's responsibility to keep children safe. They attend regular training. They fully understand how to identify any concerns and follow the referral procedure. The manager and staff are extremely confident and proactive in reporting any safeguarding concerns to relevant agencies. All areas in the setting are safe and secure. The manager and staff are aware of any issues in a child's life at home. This enables the team to be alert to any issues of concern.

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

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

- engage further with families and support them to extend their children's learning at home
- support staff to focus sharply on what children need to learn next within activities.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 2515645   |
| <b>Local authority</b>                             | Lancashire  |
| <b>Inspection number</b>                           | 10207901  |
| <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> | 1 to 4  |
| <b>Total number of places</b>                      | 30  |
| <b>Number of children on roll</b>                  | 56  |
| <b>Name of registered person</b>                   | Tiny Treasures Nursery And Pre-School Limited       |
| <b>Registered person unique reference number</b>   | 2515644   |
| <b>Telephone number</b>                            | 0152461622  |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

Tiny Treasures registered in 2019. The nursery employs 12 members of childcare staff. Of these, two hold appropriate qualifications at level 5, eight hold qualifications at level 3, one apprentice is working towards a level 2 qualification and one apprentice is working towards a level 3 qualification. The nursery is open from 8am to 6pm, for 51 weeks a year. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Laura Fradsham

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a listening activity.
- Parents shared their views on the setting with the inspector.

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