

Inspection of Tiny Men and Misses Nursery

641 Bristol Road South, Northfield, Birmingham B31 2JS

Inspection date: 11 August 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are happy, settled and thrive at this outstanding nursery. They are highly motivated to explore the rich variety of activities, indoors and outdoors, that staff provide. Two-year-old children are thoroughly engrossed in water play activities. They eagerly select from an extensive range of resources and equipment that provides children with exceptional challenge in their physical development. They show high levels of concentration as they carefully pour water into containers with narrow openings. They know how to use funnels to make pouring easier. Two-year-old children develop excellent communication skills and confidently explain what they are doing. For example, they say, 'I am pouring' and 'I am tipping.'

Staff value and celebrate children's unique qualities. Babies form exceptionally strong bonds with staff, which makes them feel safe and secure. Babies run with confidence, and they quickly develop excellent coordination and balance skills, which enables them to confidently explore their exciting learning environment. Staff sit alongside children and incisively know when to join in with their exploratory play to expertly enhance their learning.

All children, including those with special educational needs and or disabilities (SEND), make excellent progress in their learning. Children's behaviour is exemplary. Two-year-old children independently offer to share resources with their friends, and they harmoniously play together. They show high levels of patience as they wait for what they want and help each other.

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

- Leaders are inspirational. They use their expert knowledge of child development to lead by example and inspire the staff team. Leaders support staff to implement their ambitious curriculum and securely embed it across the whole provision. Recent training has enabled staff to enhance their knowledge to help all children to develop exceptional communication skills that are relevant to their age and stage of development.
- Staff routinely teach children about cultures, backgrounds and family types. They ensure that they know all of the important people in children's lives. They share children's progress, achievements and pieces of art with them. Children also bring in photos of their families, and staff have ongoing discussions with them about their families and home life. All children are celebrated, confident and feel a great sense of belonging.
- Staff set up the learning environment in a way that gives two-year-old children and babies autonomy and choice. It is safe, and all toys and resources are purposely organised and easily accessible to children. This includes sinks and dining room furniture. Two-year-old children independently wash their hands,

pull their chairs out and sit down at the dining table ready for lunch. Staff give them cutlery and open cups to drink out of. Two-year-old children independently cut their food, using a knife and fork. Staff successfully teach, and promote, healthy eating. For example, children relish the opportunity to explore large bowls of fruit and vegetables. Staff and children have discussions at mealtimes about healthy eating and the importance of exercise. Self-help skills and independence are exceptionally well promoted and supported throughout routine times of the day.

- Staff develop excellent partnerships with parents. Parents comment on the 'amazing' progress their children have made in their learning and development. They know what their children have been learning in nursery and receive ideas from the staff about how they can further extend and support their children's learning at home. Parents also report how their children are extremely well prepared for their next stage of learning and transition to pre-school.
- Staff have ambitious expectations for every child. They have a comprehensive knowledge all of the children and their abilities. They use this information to inform sharply focused plans for what children need to learn next. Staff act quickly when children are not developing typically for their age. They work successfully with other professionals and parents, which ensures that all children swiftly catch up. This includes providing precisely targeted support for children with SEND.
- Staff ensure that children's care is prioritised and tailored to their individual needs. They show respect as they sensitively talk to children about having their nappy changed. Children successfully learn to manage their personal care and demonstrate an excellent can-do attitude.
- Staff have extremely high expectations for all children's communication and language development. They implement rich and inspiring activities that quickly capture and spark children's interest and imagination. Staff create a superb small-world activity in response to children's interest in dinosaurs. Children excitedly access open-ended materials, toy dinosaurs and play dough. Staff teach children new words, such as 'stomp', 'crash', 'roar', 'pat', 'roll', 'flat' and 'long', while demonstrating these concepts to children at the same time. This helps children to develop an extensive vocabulary and gives them an excellent understanding, and secure knowledge of new words. Two-year-old children rapidly build on this excellent teaching and create short sentences. For example, they say, 'My dinosaur is stomping' and 'Look, it is long.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff fully understand their roles and responsibilities to keep children safe. They have excellent knowledge of safeguarding matters, including those related to the local area. Staff are provided with highly focused ongoing training to ensure that they fully understand the signs that a child may be at risk of harm, and they how to report any concerns. All members of staff know the whistle-blowing policy and how to report concerns about the conduct of a

colleague. Leaders complete rigorous recruitment checks to ensure that staff are suitable to work with children and remain so. Leaders and staff continuously complete in-depth risk assessments to ensure that children are kept safe.

Setting details

Unique reference number	EY478679
Local authority	Birmingham
Inspection number	10219830
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	0 to 2
Total number of places	20
Number of children on roll	22
Name of registered person	Little Stars Educational Services Ltd
Registered person unique reference number	RP903095
Telephone number	01527 527333
Date of previous inspection	31 August 2016

Information about this early years setting

Tiny Men and Misses Nursery registered in 2014 and is situated in a converted house in the Northfield area of Birmingham. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The manager holds qualified teacher status. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm.

Information about this inspection

Inspector

Kiri Gill

Inspection activities

- This was the first routine inspection the nursery 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 inspector held a meeting with the managers and discussed how the nursery is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the nursery.
- The manager and the inspector had 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 nursery.
- The inspector spoke to children and staff at appropriate times during the inspection

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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