

Inspection of Tiny Tots Academy

27a Acfold Road, BIRMINGHAM B20 1HD

Inspection date: 23 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive confidently, ready for an exciting day. They play freely and are able to make independent choices about the areas they wish to play in. Children enjoy playing in the home corner. They use play dough to make pancakes. Children demonstrate kindness and respect towards each other as they use 'please' and 'thank you' when asking their friends for objects to make their pancakes and the toppings. This shows the relationships which are formed, with the support and guidance from enthusiastic staff, who act as caring role models towards the children.

Children show confidence and self-motivation. For example, a group of children take it in turns to stand up in the 'cosy area' and create a 'made-up' story. They ask their friends for input, such as the character's name, or if they want the story to be scary or funny. Children speak freely to each other and demonstrate their positive experiences of being at nursery. Staff praise the children for their story, boosting their confidence and self-esteem, and children's pride from receiving praise is displayed on their faces.

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

- A positive and effective key-person system is in place. Staff work closely with parents throughout their children's time at the setting. This enables staff to meet all children's individual needs and further their development. Parents work closely with staff to ensure children develop in all areas. For example, they go with them when they take children for their weekly swimming lessons.
- Pre-school children are engaged in a science experiment, which consists of baking soda and vinegar. Staff interact with the children throughout and introduce new language constantly. For example, when a child drips the vinegar into the baking soda, staff tell the children that they are using a 'pipette'. Children repeat the word and continue to use it for the rest of the activity.
- When the older children are told that snack is ready, they show their independent knowledge of self-hygiene by going to wash their hands. They talk to each other as they do this, singing 'rub, rub, rubbing' as they rub soap into their hands. Children are aware of why they must wash their hands and have been shown how to do this efficiently by staff. However, this is not evident for the younger children. Even though they are capable of beginning to wash their hands for themselves, they have their hands washed for them without any explanation as to why this must happen.
- Staff are supported in following a detailed and ambitious curriculum that is created by leadership and management. They have regular supervision meetings, along with peer-on-peer observations. This enhances staff practice and knowledge of any changes that are made to the curriculum, and how they

can bring this into their planning for future activities with the children.

- Younger children paint using toy dinosaurs. They use the dinosaurs' feet to make footprints on the paper, saying 'stomp' as they make marks. Children learn that the bigger the dinosaur is the bigger the footprints are. They look at and name the different coloured footprints they have created. Staff praise the children for recognising this and introduce different materials they can mark make with to develop their learning further. However, staff do not always recognise the learning intention for activities to ensure all children are fully engaged and get the very best from their learning.
- Leadership and management have developed close relationships with parents and carers. Parents and carers are encouraged to participate towards their child's learning. There is a 'star wall', where parents and carers can contribute future next steps. Parents and carers are invited to attend workshops held by the children to showcase the variety of celebrations they have been learning about, such as Diwali and Mother's Day.
- Throughout the day, children have a range of healthy meals on offer. They self-select from a mixed fruit bowl at snack time, discussing which fruit is their favourite. Children talk about food that is healthy and not healthy for them. Staff join in to encourage and teach children why we must eat healthy food. This helps to support the choices which children make and how they view the foods which they eat.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and management recruit safely. All new staff are given a detailed induction, which includes safeguarding training. Staff constantly discuss the signs that they must look out for which suggest that a child may be suffering from abuse. Staff are aware of the protocols they must follow should they have any concerns about a child or the conduct of a staff member. Staff provide a safe and secure environment for the children, risk assessing frequently to ensure all children are safe throughout their time at the setting. All staff hold up-to-date first-aid training so they are able to act promptly should any child sustain an injury.

What does the setting need to do to improve?

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

- provide children with activities that have purpose and intent, to allow them to develop to their full learning potential
- encourage staff to help younger children be more independent and carry out tasks for themselves.

Setting details

Unique reference number	EY487628
Local authority	Birmingham
Inspection number	10236637
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 4
Total number of places	40
Number of children on roll	25
Name of registered person	MINNS LTD
Registered person unique reference number	RP534014
Telephone number	01213395077
Date of previous inspection	10 August 2016

Information about this early years setting

Tiny Tots Academy registered in 2015 and is situated in Birmingham. The nursery employs eight members of childcare staff. Of these one holds an appropriate early years qualification at level 5, one holds level 4, four hold level 3 and two have an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Freya Marskell

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022