

# Inspection of Tiny Tots Academy

1 Walsall Street, West Bromwich B70 7NX

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Inspection date: 31 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive the guidance and support they need to make good progress in their learning. For example, children in receipt of additional funding benefit from 'technological resources' to boost their early literacy skills. Secure relationships with their key persons promote children's language skills. For instance, staff sing familiar songs to babies, and they model good eye contact. This positively encourages babies to babble back. Additionally, bilingual staff interact with children in their home language. This helps children who speak English as an additional language to settle well and understand staff expectations, such as how to come down the stairs safely. Children feel safe and secure.

Overall, children behave well, and staff promote their good manners. For instance, they remind children to use their 'listening ears' to promote effective communication, and they praise children for their efforts. Children show enthusiasm towards their learning. For example, when babies hear 'one, two', they excitedly finish the sequence by shouting 'three'. Pre-school children wait in anticipation to find out what will happen when staff mix vinegar and bicarbonate of soda. They laugh as they witness the 'explosion'. Furthermore, toddlers enjoy finding shapes in the garden, which they feed to the 'shape monster' with caution. Learning is fun and positively contributes towards children's happiness.

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

- Leaders and staff have built a unique curriculum to support the needs of all children, including those with special educational needs and/or disabilities (SEND). They use observation and assessment to identify how children play and learn. This helps them to plan activities that complement the cohort of children currently at the setting. For example, they specifically plan ways to further engage boys in all areas of learning.
- Leaders have systems in place to monitor staff practice. They provide staff with opportunities to upskill themselves. This helps to drive continuous professional development. Staff say, 'effective support from leaders boosts their confidence in their role'. They feel fully supported. At times, leaders do not observe the impact that staff deployment has on children's outcomes. For example, during snack and lunchtimes, staff engage in other activities such as clearing away and completing other tasks. This interrupts some children's learning. As a result, not all children receive consistent high-quality interactions from staff.
- Children's personal development is a high priority during the settling-in period. For example, staff conduct home visits to create early bonds with children, and they display children's family photos in the setting. However, staff do not always support children to make personal choices for where and how they want to play. This does not fully support children to lead their own learning.

- Children develop good self-help skills. For example, babies learn to wash their own hands, and they feed themselves using a spoon. Staff express the importance of a sequenced curriculum to build on children's early learning. Therefore, babies and toddlers have regular opportunities to practise their hand-to-eye coordination and fine motor movements. This helps them to develop the skills later on to self-serve their own food.
- Leaders and staff work in close partnership with parents and other professionals to enhance children's experiences. For example, they host regular 'coffee mornings' to gain a broader perspective of parents' views and expectations. These mornings positively encourage leaders to review existing policies and procedures. This promotes an inclusive service that reflects the children and families at the setting.
- Parents receive regular information from their child's key person about their learning and progress, such as 'homework packs' and 'developmental summaries'. This helps them to extend children's learning at home.
- Children develop a positive view of culture and diversity, which reflects their peers at the setting. For example, staff invite parents to cook signature dishes with children from their home country, such as 'Asian cake'. Children learn about 'black history' and 'iconic people'. This helps to broaden their knowledge of the world around them.
- All children, including those with SEND, benefit from well-thought-out strategies that help them to effectively communicate their understanding and knowledge. For example, all children partake in 'speech and language screening tools'. This helps staff to monitor children's language progression and plan effective next steps for their future learning.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff fully understand their responsibilities to safeguard children. For instance, they fluently discuss child protection procedures and allegations against staff. They know the signs and symptoms that might indicate abuse and neglect, and they demonstrate a heightened awareness of the greater risks posed to 'vulnerable children'. Staff complete safeguarding training as part of a vigorous induction process. They benefit from frequent opportunities to discuss safeguarding as part of their ongoing professional development. Staff understand their roles in relation to the 'Prevent' duty guidance. For example, they actively promote 'British values'. This helps children to develop a sense of belonging, and they learn to treat others with respect.

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

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

- improve staff deployment to provide children with consistently high-quality interactions without disruption
- monitor staff practice to further support children to make choices for how and where they want to play.

## Setting details

<b>Unique reference number</b>	EY484230
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10263447
<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>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	MINNS LTD
<b>Registered person unique reference number</b>	RP534014
<b>Telephone number</b>	01213395004
<b>Date of previous inspection</b>	2 May 2017

## Information about this early years setting

Tiny Tots Academy registered in 2014 and operates in West Bromwich. The nursery opens Monday to Friday, all year round, except for bank holidays and Christmas. Sessions are from 7.30am to 6pm. The nursery employs 14 staff. Of these, two hold a qualification at level 6, nine hold a qualification at level 3 and one holds a level 2 qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the setting 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 provision.
- The nominated individual, deputy manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the nominated individual, deputy manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and complaint records.

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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