

# Inspection of Tiny Treasures Day Care & Education

488 Green Lane, Small Heath, BIRMINGHAM B9 5QJ

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Inspection date: 19 May 2023

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

### **The provision is inadequate**

The provider does not consistently demonstrate the capacity to sustain improvements. For example, despite previous actions being raised around risk assessments, the provider is still not doing enough to keep children safe. For example, children play outdoors where large stinging nettles grow and some resources are broken, such as builders hats, plastic funnels, and plant pots.

Staff supervision is not yet effective to ensure that they consistently build on what children already know and can do. As a result, children do not fully benefit from an ambitious curriculum. Some parents raise concerns for the quality of education their children receive. They notice that activities are often the same. This does not help to stimulate children's learning.

Despite this, children are content, and they demonstrate age-appropriate behaviours. For example, children show concern when younger peers start to cry, and they know to alert staff. At mealtimes, they voluntarily help their peers to assist themselves by passing them a plate. This demonstrates kind friendships. Additionally, children sit together to look at familiar stories. They smile and laugh as they make the sounds of the animals that they can see in the book. This strengthens their developing communication and social skills.

Staff show genuine care for all children, and they support their care routines, including nappy changes, handwashing, and toileting. For instance, they model effective handwashing techniques to promote children's health and hygiene. This helps children to develop confidence in their self-help skills.

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

- Children's safety cannot be assured. Although procedures are in place to identify and remove unnecessary risks, the manager does not monitor these effectively. As a result, staff do not identify all risks to children's health and safety. For example, children play outdoors where resources, such as builders hats, plastic funnels, and plant pots, are broken. This poses a risk of cuts and other injuries.
- As part of the induction process, all new parents and carers receive a copy of the setting's policies and procedures. However, the provider has not done enough to ensure that all parents understand how to raise a concern. Therefore, should a parent believe that the provider is not meeting the requirements, they are disadvantaged to be able to report this easily and anonymously to enhance children's outcomes.
- Staff use a variety of approaches to share observations of children with parents, including online systems and paper assessments. Additionally, staff discuss the opportunities parents have to attend 'workshops' and 'consultation evenings' to

discuss their children's experiences. However, parents raise concerns for the 'lack of information they receive about their children's individual learning'. This highlights weaknesses in the information parents receive.

- The newly appointed manager has begun to action some areas of weakness that will benefit children. However, these have not yet been embedded into practice. As a result, staff do not yet plan an ambitious curriculum to provide children with a good level of challenge. This means that children do not make the progress they are capable of, and they are easily distracted.
- Children are happy in their play. However, they do not consistently benefit from a stimulating learning environment. Activities are often repetitive, mundane, and lacking in key resources. For example, staff say they 'intend to strengthen children's tipping and pouring skills', however, they provide children with limited water and sand to ensure that children succeed.
- Staff demonstrate a desire to strengthen their practice and in turn the quality of children's education and care. For instance, the special educational needs coordinator is currently attending communication training to learn sign language. She has already begun sharing this information with her team to promote consistency in practice. This aims to specifically benefit those children with special educational needs and/or disabilities and those who speak English as an additional language.
- Consistent behaviour management strategies are in place to help all children to understand what constitutes acceptable behaviour. For example, staff remind children to use their 'kind hands' when sharing becomes difficult, and 'walking feet' when children run indoors. Additionally, children and staff sing routine songs to reinforce children's good manners at mealtimes. This positively contributes towards children's understanding of routines, and they settle well.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff demonstrate good knowledge of the signs and symptoms that indicate a child is at risk of abuse. For instance, they discuss local threats to children, such as forced marriages. However, ineffective monitoring of risk assessments compromise children's health and safety because not all risks are identified and addressed. The manager and staff know the correct procedures to follow should they have concerns about a child's welfare. However, not enough information has been shared with parents to ensure they too understand how to raise a concern. As a result, children's safety is compromised.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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improve risk assessments to ensure potential risks to children are identified and minimised	09/06/2023
provide parents and carers with the relevant information to ensure they know how to raise concerns anonymously about the setting	09/06/2023
strengthen existing procedures to ensure that all parents are clearly informed about their children's learning and progress to further extend learning at home	23/06/2023
strengthen supervision of staff, so that weaknesses in practice can be swiftly identified and acted on, with particular focus on the curriculum to ensure that staff consistently build on what children already know and can do	23/06/2023
provide children with a stimulating learning environment, where they receive good levels of challenge, and they can succeed in their learning.	23/06/2023

## Setting details

<b>Unique reference number</b>	EY444170
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10291927
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	60
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Best Start Limited
<b>Registered person unique reference number</b>	RP531471
<b>Telephone number</b>	01217728111
<b>Date of previous inspection</b>	4 November 2021

## Information about this early years setting

Tiny Treasures Day Care & Education registered in 2012. The nursery employs six members of childcare staff, four of whom hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday from 9am until 4pm during term time. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- The inspector carried out this inspection as a result of a risk assessment, following information Ofsted received about the provider.
- This was the second 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.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the 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 manager, staff, and children at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, complaints and safeguarding policies.

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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