

Inspection of Tiny Treasures Daycare & Education

290 Hobmoor Road, Small Heath, Birmingham B10 9HH

Inspection date:

16 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Members of the management team are ambitious and hold high expectations for the curriculum and what they want to teach children. However, this is not always transferred well enough into practice. This is because planned activities are not always carried out to encourage children to practise what they know and need to learn next. As a result, children's learning is not focused on their individual needs across the curriculum to support them to make the very best progress.

Children begin to learn about the feelings of others and there are simple rules that teach them about 'kind hands' and 'walking feet'. Staff provide some gentle reminders of how children's behaviour makes others feel. However, on occasion, in larger groups, children are not always able to control their impulses and behaviour can be more disruptive. At times, routines impact on children's learning and children are not always able to follow their interests as they have to tidy up too soon. During this time, noise levels rise and children's engagement is lost.

Children arrive happy and settle quickly at the nursery. Staff spend time speaking to parents on arrival and collection times. Children are warmly greeted by staff who are kind and caring and provide reassurance and comfort throughout the sessions. Older children learn to manage their own personal care needs, while younger children's needs are managed with sensitivity. This supports children's emotional well-being and helps them to feel safe.

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

- The management team is committed to raising the quality of care and education that children receive at the setting. Managers have developed a plan to work with the staff to support their ambitions. A programme of professional training, supervision and team meetings supports staff in their roles. However, recent staffing changes to the established team have had an impact on the continuity of children's care and learning. The provider has also failed to notify Ofsted of a significant event. However, this does not impact on children's safety.
- Following the COVID-19 pandemic, the manager continues to set a focus on building children's speech and language skills, as they recognise the importance of this to help children to make rapid progress. Despite this focus, teaching is variable. At times, the focus can be lost, and in larger groups, children can become disengaged. Strategies to support individual children are not always implemented consistently enough, albeit during small-group times, children enjoy stories and singing. They follow the characters and listen well. They recall the narrative and eagerly anticipate what will happen next, looking for what is hidden on the page. They practise words and look for the dots and stripes on the eggs they find.

- Staff generally know their children and what it is that they need to learn next. Regular assessments of children's progress help to identify emerging gaps in development. However, in practice, weaknesses in the delivery of the curriculum mean that not all children are supported well enough to make the best possible progress. At times, some children wander without purpose and are not engaged in learning.
- Staff introduce simple mathematics through daily routines and children count out one plate each at snack time. Children recognise colours and they identify the 'red apple'. Staff pose questions to help children think, for instance whether the apple will be soft or hard to eat. Staff introduce new words as children stretch the 'enormous' roll of play dough. Staff help children to learn about night and day as they talk about the stars in the sky and when they come out.
- Children have daily access to outside play to support their physical development. They skilfully ride on wheeled toys and climb up steps onto a frame. Children practise their fine motor skills outdoors as they cut up fruit using a knife. They peel a banana and look at the different textures and shapes of the fruit. Children recall events from their own lives and share these with staff. They talk about eating out and reflect on their current interest around healthy eating and what is good for you.
- Parents report that they are very happy with the care and education their children receive at the nursery. They spoke about the book sharing scheme, which helps them to teach their children at home. They find the team caring and supportive and say that their children enjoy their time at the nursery. They would recommend the nursery to other families.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their role and responsibilities to safeguard children. They recognise the wide range of signs and symptoms that may indicate that a child is at risk of harm. Staff are familiar with the local procedures for raising any concerns with external agencies. This includes the procedure for reporting concerns about other professionals. The premises are secure, and entry to the nursery is closely checked by staff through a video monitor. The nursery maintains the required documentation for the safe and effective management of the childcare. This includes suitability checks on adults working with children. Daily risk assessments support staff to minimise risks to children in the environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

support staff to develop their understanding of the curriculum and how to implement this so that it focuses precisely on the individual needs of all the children and what they need to learn next	26/01/2024
improve teaching to help all children retain their curiosity and engagement to become motivated, purposeful learners.	26/01/2024

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

- further support children to continue to build on their understanding of responding appropriately when engaged in activities and to control their immediate impulses.

Setting details

Unique reference number	EY434419
Local authority	Birmingham
Inspection number	10318340
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	2 to 4
Total number of places	25
Number of children on roll	34
Name of registered person	Tiny Treasures Daycare & Education Partnership
Registered person unique reference number	RP530999
Telephone number	0121 439 1716
Date of previous inspection	30 March 2022

Information about this early years setting

Tiny Treasures Daycare & Education registered in 2011. The nursery employs six members of childcare staff. Two members of staff hold childcare qualifications at level 5 and two at level 3. Another member of staff holds a level 2 qualification. One member of staff is not yet qualified. The nursery opens from Monday to Friday during term time only. Sessions are from 8.45am to 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Yvonne Johnson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk, and they talked about the rationale for the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke to staff and observed interactions with children, at appropriate times during the inspection. The inspector also spoke to a sample of parents and took account of their views.
- The inspector carried out a joint observation with the manager of a group activity.
- The nominated individual shared documentation with the inspector to demonstrate the safe and effective management of the nursery. This included suitability checks on staff.
- The inspector viewed the premises and discussed the arrangements for risk assessments to keep children safe.

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 2023