

# Inspection of Tiny Treasures Day Care And Education

The Chase, Coleshill Road, Nuneaton CV10 0PH

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Inspection date: 6 June 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a warm welcome as they arrive. Staff members use their knowledge of the children to create connections and ensure they develop a sense of belonging. Staff support children to carry out tasks for themselves effectively. They offer just the right amount of help so that children can hang up their coats and bags successfully. Children are happy to arrive at the setting. They are eager to see their friends and get involved in the play opportunities on offer.

Staff focus intently on encouraging children to develop their independence. They support the youngest children to use cutlery at mealtimes effectively. Staff also teach them how to use warm flannels to wipe their hands and faces. Staff notice all the ways in which children try to do things for themselves. They respond positively, with praise for their successes. Older children serve their own cereal and peel their fruit. Staff take every opportunity to promote a healthy lifestyle. The provision of real fruit and vegetables in the home corners across the setting help to further extend children's learning. Staff describe the colour and texture of the vegetables and ensure children learn the names of the food they are using in their play.

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

- Managers and leaders have created a clear and well-sequenced curriculum that supports children's development across all seven areas of learning. They place emphasis on the importance of outdoor learning. Planning ensures that children spend prolonged periods of time outdoors. This enables them to experience a wide range of resources and opportunities that meet their individual needs.
- Managers work hard to support staff to understand the importance of high-quality interactions. They encourage staff members to focus on children's interests to develop their interactions with them. However, staff do not consistently use their observations of children to further extend their learning. This can lead to some children becoming disengaged.
- Staff use stories to inform planning and create a shared focus for all children. This promotes connections across different areas of learning. For example, older children measure and count as they use scissors to create beanstalks, while younger children use dough to roll and mould beanstalks. Children are excited, and repeat familiar phrases they have learned from the story.
- A strong ethos of inclusion and equality across the setting ensures that children's unique characteristics are celebrated. The experienced special educational needs coordinator works in close partnership with parents. She offers appropriate support and takes prompt action to ensure children with special educational needs and/or disabilities (SEND) get the targeted support they need. This enables children with SEND to make the best possible progress in readiness for the next stage of their education.

- Staff support children to develop as confident communicators. They create opportunities for children to talk to each other, and encourage their friendships. Singing is a priority across the setting. Children delight in the rhymes and action songs that staff enthusiastically share with them. Even the youngest children join in with the actions and recognise familiar tunes.
- Leaders develop appropriate expectations of children to help them recognise their emotions and regulate their behaviour. However, these expectations are not consistently implemented across the setting. For example, staff do not always support younger children to learn how to take turns and show kindness to their peers. In addition to this, older children are not consistently reminded of behaviour expectations during group story time. This prevents some quieter children from getting involved.
- Parents are pleased with the setting and the progress their children make while attending. They particularly appreciate the nurturing and respectful relationships with staff. Parents report that they receive observations and photos of their children via an online app. This helps them to feel involved in their children's learning and development. In addition to this, parents like the daily detailed feedback they receive from their child's key person.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to consistently use children's interests and motivations to engage them more effectively and extend their learning even further
- review and strengthen the way that children's behaviour and emotional regulation are supported, to ensure consistency and to help all children understand the expectations of them.

## Setting details

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| <b>Unique reference number</b>                     | EY543255  |
| <b>Local authority</b>                             | Warwickshire  |
| <b>Inspection number</b>                           | 10312614  |
| <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>                      | 58  |
| <b>Number of children on roll</b>                  | 70  |
| <b>Name of registered person</b>                   | Best Start Limited                                  |
| <b>Registered person unique reference number</b>   | RP531471  |
| <b>Telephone number</b>                            | 07951947689   |
| <b>Date of previous inspection</b>                 | 12 September 2023                                   |

## Information about this early years setting

Tiny Treasures Day Care and Education registered in 2017 and is in Nuneaton. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Gadsby

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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