

Inspection of Tiny Treasures Daycare & Education

290 Hobmoor Road, Small Heath, Birmingham B10 9HH

Inspection date: 10 September 2024

Overall effectiveness	Good
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

Leaders have a thorough understanding of the needs of the families who use their nursery. This enables them to tailor the service they provide and education provision so it meets the needs of all the children. Leaders focus primarily on children's personal, social and emotional development so that children are settled and emotionally ready to learn. Children form close bonds with staff. They arrive at nursery confidently and smile as they say goodbye to their parents. Children seek staff out to involve them in the play and enjoy their company.

Staff set clear expectations for children's behaviour and adjust their teaching to accommodate the various needs of the children. For example, they recognise when children are not yet ready to concentrate for sustained periods of time, such as during the group circle times. They provide alternate options for children so they can remain engaged in their learning.

Leaders and staff have a strong understanding of the communication and language needs of the children. The curriculum clearly sets out a progressive sequence of knowledge for children to gain so they can become confident communicators. Leaders place a strong focus on promoting a love of books to help children extend their vocabulary and understanding of words. Children progress well from their starting points and express their needs and wishes clearly.

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

- Leaders have taken positive steps to address the actions raised at the last inspection to improve the quality of education for children. They have a clear focus to help sustain improvements and are prioritising the monitoring of staff practice and their ongoing professional development.
- Leaders now provide each member of staff with personalised development points and training to support them in their specific role. They complete regular room observations and feedback to staff on their strengths and aspects of their practice to develop. This has been instrumental in supporting staffs' understanding of the curriculum and how to adapt their teaching to engage children well.
- Staff provide children with skilful interactions and enhancements to their play. This helps to progress children's learning well, especially with communication language and supporting problem solving. Staff are bi-lingual and provide opportunities for children to hear and use their home languages during their play. This supports their sense of belonging as well as understanding of language.
- Staff consider children's current play interests when planning the learning environment to engage children in their play. Children remain focused and on

task. They show respect for the adults and initiate polite conversations. They behave well. However, staff do not use the information they gather from their ongoing observations of children's achievements to plan precisely for key learning needs of each child. This means that children are not fully supported to make the best possible progress in their learning.

- This said, the arrangements for children with special educational needs and/or disabilities are strong. Staff work with outside professionals to develop personalised targets that help children to progress well. Leaders have effective arrangements in place to monitor children's communication and language development so they can implement strategic interventions at the earliest opportunity. This helps children to make swift progress in their speaking and listening.
- Overall, an effective key person system is in place. Staff know the essential information about children and work closely with parents. Parents speak positively about the service provided. However, many children have recently moved rooms and staff have not obtained the most up-to-date information about children's learning needs from the previous key person so they can plan precisely for their learning from the onset.
- Leaders and staff identify key knowledge and skills they want children to gain in mathematics. However, the curriculum and staff's teaching does not provide children with a full range of experiences so they can gain a deep understanding of number. This means that children do not gain a secure understanding of the value of numbers, patterns and the relationships between the numbers.
- Leaders and staff organise the daily routines to maximise the learning for children. They encourage children to take responsibility for everyday tasks during the daily routine to help support their engagement. Children enjoy the opportunities to be responsible and independent. They are well motivated.

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:

- help staff to use their observations of children's achievements to plan learning experiences that precisely reflect the most relevant learning needs of each child
- enhance communication between staff when children move room so they have a comprehensive understanding about each child to plan for their learning
- refine the maths curriculum so this helps children to gain a deep understanding of number.

Setting details

Unique reference number	EY434419
Local authority	Birmingham
Inspection number	10324567
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	17
Name of registered person	Tiny Treasures Daycare & Education Partnership
Registered person unique reference number	RP530999
Telephone number	0121 439 1716
Date of previous inspection	16 November 2023

Information about this early years setting

Tiny Treasures Daycare & Education registered in 2011. The nursery employs four members of childcare staff. One members of staff holds a childcare qualifications at level 5 and three are at level 3. 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

Anne Dyoss

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation with the 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.

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