

Tiny Treasures Day Care & Education

488 Green Lane, Small Heath, BIRMINGHAM, B9 5QJ



Inspection date	21 June 2016
Previous inspection date	30 June 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children enjoy playing with a wide range of toys and materials, and activities are based on children's interests. Children have many opportunities to make choices about what they would like to do and are becoming confident, capable learners.
- There is a positive ethos within the nursery. Staff are attentive towards children as they play together. Children learn how to manage their own behaviour and to make friends.
- Children enjoy close relationships with their key persons who pay good attention to each child's individual care and learning needs. Children appear settled and secure which helps to promote their emotional well-being.
- Most staff are well qualified. New staff, and those who are in training to gain childcare qualifications, are supported to quickly gain the skills they need to enhance the care and teaching that children receive.

It is not yet outstanding because:

- Staff do not consistently engage with all parents regarding the assessments that they make about children's progress, to enable parents to always be fully informed about their children's learning.
- Although managers have begun to use a system to monitor and track the overall progress that children are making, they have not yet found the most effective way to use this information in order to fully take account of the progress made by all groups of children.

What the setting needs to do to improve further

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

- provide more opportunities for all parents to be aware of the progress that their children are making and promote a continuous, two-way flow of discussion about what children know and can do
- enhance the methods for tracking children's overall progress to more precisely identify the progress made by all groups of children across the nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, area manager and provider, discussing the impact of self-evaluation and monitoring.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff and other adults working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julia Galloway

Inspection findings

Effectiveness of the leadership and management is good

The managers are monitoring staff practice to help target areas for professional development. This is having a positive impact on the quality of teaching. The arrangements for safeguarding are effective. Staff are aware of their responsibilities to safeguard children. Referrals are made to help ensure that children get the help that they need. Clear procedures help to strengthen safeguarding practice. All persons working with children are subject to appropriate recruitment and vetting checks. Staff have worked hard to address weaknesses identified at previous inspections. Action plans and self-evaluation have been used effectively to ensure that all legal requirements are met.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities that promotes children's creativity. They encourage children to investigate making patterns in paint as they blow bubbles. Children also explore textures and changes to materials as they play with water and ice. Staff plan experiences to specifically provide opportunities for children to achieve their next steps for learning. Key persons have a good understanding of the progress that their key children are making. For example, as children play they quickly identify that children need more support from them to help them to communicate and play together. Older children are confident to sing songs that include letters and the sounds that they make. Partnerships with professionals are strong. Staff seek professional advice to help ensure that children get any additional help that they might need. Funding is used effectively to provide small group and individual teaching. Detailed information is shared with schools when children move on to start school.

Personal development, behaviour and welfare are good

Staff reinforce good manners and they encourage children to take turns to and listen to each other. Children benefit from opportunities to play outdoors in the fresh air every day. They enjoy practising to manipulate large hoops and to move around more freely which helps to promote their physical development. Children's health and care needs are managed well. The procedures for the safe storage and administration of medication are robust. Staff seek the appropriate information and consents from parents. Parents report that their children settle quickly because staff ensure that they are available to provide children with the care and attention that they need. Key messages about healthy eating and the ingredients in children's food and drinks are shared to help parents to make informed choices about their children's diet.

Outcomes for children are good

All children, including those who receive funded education, are developing the skills they need to support their next stage in learning and their eventual move to school. Children who speak English as an additional language quickly gain confidence to speak and communicate in English during their time at the nursery. Staff are skilled at speaking different languages to help facilitate children's rapidly developing skills in English. Children with special educational needs or disability are provided with appropriate targeted help to ensure that they make good progress.

Setting details

Unique reference number	EY444170
Local authority	Birmingham
Inspection number	1021402
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	60
Number of children on roll	116
Name of registered person	Best Start Limited
Registered person unique reference number	RP531471
Date of previous inspection	30 June 2015
Telephone number	01217728111

Tiny Treasures Day Care & Education was registered in 2012. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs or disability.

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