

Treasures Neighbourhood Nursery

23 High Street, Staveley, CHESTERFIELD, Derbyshire, S43 3UU

Inspection date	19/11/2013
Previous inspection date	24/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are provided with stimulating and enjoyable first-hand learning experiences by staff, who know them well and have a strong understanding of how children learn. Therefore, children's individual learning and developmental needs are enhanced.
- Close relationships and attachments with staff ensure the children are happy and secure and, as a result, they are fully involved and confident at the nursery.
- The very effective sharing of information with other agencies and excellent involvement of parents in their child's learning and care ensures that children's individual needs are quickly identified and met.
- The utmost priority is given to protecting and safeguarding the welfare of the children. This is evident through effective practices and procedures that successfully promote children's safety and well-being.

It is not yet outstanding because

- There is scope to maximise how indoor space is used for the children in 'Little Gems' and 'Tiny Treasures' groups to further enhance their learning and enable them to have even greater opportunity to make their own choices.
- There is scope to enhance children's already strong independence skills and their self-expression in creative design.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff engage in a range of indoor and outside learning activities and play with the children.
- The inspector held discussions with the manager, assistant manager, children's centre manager, the staff and children.
- The inspector looked at samples of children's assessment records, planning documentation, the nursery self-evaluation files and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Yvonne Layton

Full report

Information about the setting

Treasures Neighbourhood Nursery was registered in 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted building in the town centre of Staveley, Derbyshire, and is privately owned and managed by Touchstone Community Development. The nursery serves the local area and is accessible to all children. It operates from five playrooms across two floors, with lift access to the first floor, and there is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round except for bank holidays and a week at Christmas. Hours of opening are from 8am until 6pm. The nursery also offers holiday provision for children aged five to eight years of age. Children attend for a variety of sessions. There are currently 75 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association. They also offer an outside creche service.

What the setting needs to do to improve further

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

- consider building on how indoor space is used for the 'Tiny Treasures' and 'Little Gems' groups by, for example, utilising the messy play area between the two rooms to the fullest extent to further enhance children's learning and enable them to have even greater opportunity to make their own choices
- continue to maximise children's independence and self-expression in their designs by making sure that the pencil crayons are sharp enough for them to gain a purposeful experience and consistently support older children to sharpen the crayons themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thrive and are well motivated to learn in this quality nursery. The effective teaching throughout the nursery ensures children are making good progress in their learning and development. The staff have strong skills and knowledge of the learning and development requirements and a first-rate understanding of how children learn. The stimulating environment, both inside and outside ensures that all children make effective

progress towards the early learning goals. There is a high focus on the prime areas of learning, such as communication and literacy. All of which ensure children are well prepared for entry into school and their future learning. Staff demonstrate a good understanding of how to promote children's development through play and exploration. The quality of teaching is strong as staff are actively involved in children's play and they ask a wide range of open-ended questions. In addition, they know when to step back so that the children have the time and space to think for themselves. For example, a group of children create their own group time with two children taking the lead and encouraging the other children to complete the 'Hello song'. This contributes to effective teaching because it supports children in becoming active learners. Therefore, this means children develop the skills to solve problems and it promotes their confidence to explore new ways to do things. During a spontaneous activity where children line up a selection of boxes, staff effectively join in their play and encourage them to consider if other smaller boxes will fit in the larger boxes. Staff use good communication to promote children's understanding and learning. For example, staff highlight different concepts, such as 'in the box' and 'on the box', while the children are doing these actions. Staff are highly alert to ensuring and promoting children's safety. However, this sometimes results in them placing restrictions on how children in the 'Tiny Treasures' and 'Little Gems' groups independently access different spaces. The two groups share access to a messy, art and craft area. This area has safety gates at each end to prevent independent access to the children. This means that on occasions there are missed opportunities to enhance children's learning and development. For example, children are engrossed in tipping and pouring water from their own drinking water bottles into other children's cups and onto the table. Staff correctly distract the children from this by introducing another activity. The children's learning about capacity and opportunity to increase their finer skills by experimenting with tipping and pouring could have been continued and extended by free access to the water area. Children enjoy activities and experiences that cover all of the areas of learning, including a good focus on the prime areas of learning and strong regard for the specific areas of learning. Their learning is enhanced as the staff have a high level of understanding of, and commitment to, promoting children's interests and ideas. Children's interest in cartoon characters and traditional stories results in an extended theme relating to associated characters. Children are engrossed as they act out a traditional story using props, for example, masks and take the role of different characters. They complete craft activities, such as making character hats. Children learn about the natural world as they are involved in planting and growing flowers and vegetables in planters and a plastic greenhouse outside. They spontaneously learn about the seasons as staff explain why they cannot stick leaves back onto the trees when they fall at autumn time. Younger children experiment with texture as they experience sticky dough. Staff provide good opportunities for children to develop and extend their language skills. For example, they consistently engage them in conversation and show interest in what they have to say. Children respond well to this support, excitedly explaining what they are doing. They show a keen interest in construction, imaginative play, writing, colouring and being creative with a range of resources readily available for self-selection. Free expression in art and design is fully supported, allowing children to express themselves and gain a sense of self-worth. However, there is scope to develop this further. Although older children can use and request pencil sharpeners to sharpen their own pencil crayons, some of the pencil crayons in the pre-school and younger children's rooms are blunt, therefore, potentially affecting children's creativity.

Observations and assessments are undertaken on all children and reflected well in planning. Consequently, children build firm foundations, developing skills for future learning. Partnerships are strong as staff work closely with schools, therefore, ensuring good continuity in children's learning and development. A good range of resources and staff's very good ability ensures children can fully extend their future skills. For example, all children have access to information technology and become skilled in creating their own computer designs. Older children are superbly prepared for school as the staff proactively promote independence and group skills. For example, they are encouraged to tidy away activities after they have finished with them. Children learn to sit and listen attentively during group sessions. They become used to routines and they understand about waiting their turn for activities. Detailed individual photograph books of the school and staff at school are created by the nursery to reassure and prepare children. The staff work effectively with specialist agencies and parents to ensure children receive an individualised supportive service, including children with special educational needs and/or disabilities. Consequently, continuity and progression of children's learning and development is very well supported.

Partnerships with parents are highly effective. Staff exchange detailed written daily information and make sure they discuss the child's day individually with parents and carers. Staff readily share children's progress records and parents are encouraged to make their own contributions. Parents are able to access their child's records at any time. Staff's strong commitment and extremely effective communication with parents ensure that children's learning and development benefit superbly, as involving them enables them to play a full and active role in their child's learning. For example, parents receive activity leaflets about different activities to complete at home and song and rhymes sheets. They can borrow resources, for example, story sacks, which promote children's learning and development. Specific, planned sessions are devised to support individual families to engage in their children's play and learning. For example, parents are invited to attend the nursery with their children with a focus on giving them ideas about engaging with them to support their learning through play. This promotes and extends children's development and assists in building relationships. Parents and children experiment with activities together, which provides mutual support and shared experiences.

The contribution of the early years provision to the well-being of children

Staff are caring and warm. They help all children to feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the nursery, growing in confidence as their ideas and wishes are valued and supported. They are happy and form positive relationships. For example, an effective assigned key person system, which parents and carers are made aware of, ensures staff help children to develop their confidence. Staff focus well on supporting all children, in particular, children with special educational needs and/or disabilities, who may need additional reassurance. Children are happy and confident as they eagerly move around their room, mostly making independent choices about what activities they would like to take part in. This supports their well-being effectively and promotes smooth transitions for children from their home and to school. Children are acquiring skills, attitudes and dispositions they need at school.

or the next stage of learning. In the main they are able to make independent choices and are encouraged to tidy away activities after they have finished with them. They are supported to dress and undress themselves and are encouraged to care and respect each other. In addition, transitions between rooms within the nursery are handled with sensitivity allowing each child to gain confidence and be comfortable in the change. As a result, children feel extremely settled and content.

Children demonstrate through their behaviour that they feel safe and secure within the nursery. Any unwanted behaviour is calmly dealt with by staff, while positive actions are praised and encouraged. In addition, different positive behaviour management strategies are used to support individual children's needs, for example, by the use of smiley and sad face key rings and personal achievement books. All of this means that children are developing good social responsibility and a sense of self-worth. The nursery is proactive in working together with parents, and specialist agencies to help them to create individualised positive behaviour management programmes to engage and support children, including those with special educational needs and/or disabilities. Children learn about what is acceptable behaviour based very much on their own individual development stages and needs with staff demonstrating careful sensitivity to meet their needs. Therefore, children are very effectively learning social awareness. Staff build respectful and caring relationships with all the children and their families. Children gain a good sense of self and belonging as throughout the nursery there are photographs of them. Staff hold discussions about the children's families, supported by activities and pictures displayed throughout the nursery. They engage children well to learn about different cultures and people through planned and spontaneous discussion and activities. Children enjoy national and international festivals and celebrations. In addition, they learn about respect and caring for others as they undertake discussions and activities relating to special events.

Children are supported to develop a good understanding about the importance of a healthy lifestyle. They have fun taking part in vigorous play opportunities in the fresh air. For example, they balance on tyres and logs outside. They enjoy activities in the community, including visiting and using the facilities at the healthy living centre, visiting the park and walks in the area. The balanced range of tasty food provided by a qualified cook for meals and snacks helps children learn about how to maintain a healthy lifestyle. In addition, activities and discussions aid their understanding about food and healthy eating. A vegetable printing activity is used to promote children's understanding about healthy vegetables. In addition, their artwork, photographs of them and pictures of the vegetables are used in a display to extend their learning. They increase their understanding about health and hygiene through established daily routines. Through play and routines, children are developing a good understanding of how they can keep themselves safe. For example, children know and respond to the consistent, robust safety routines in and out of the nursery. In addition, the community police regularly visit the nursery to discuss personal safety with the children.

The effectiveness of the leadership and management of the early years provision

Children are protected well as the staff have a strong knowledge of child protection issues. This is enhanced by safeguarding and child protection training and in-house discussions. This ensures that staff are fully aware of the possible signs of abuse and know what to do if there are any concerns about a child. Children's well-being is assured as an intercom system is in place at the main entrance and parents know not to let anyone following them into the building, even if they are known to them. This means there is no unauthorised access to the building. In addition, efficient safety procedures, routines, risk assessments and daily checks enable the staff to provide a safe environment. There are a wide range of policies, procedures and records, including effective accident and medication records, which support the safety of the children. Children's welfare is assured as the premises and resources are kept clean and the quality is of a high standard. This is enhanced by effective safety equipment. For example, the upstairs windows only open to allow ventilation, with an adult only system that allows them to be opened for emergency evacuation. Staff ensure children are safe as there are secure systems and consistent practices that make sure children are supervised well both inside and outside. Their good health is assured as each child has their own identified water bottle or cup which is regularly refreshed. Effective behaviour management procedures, which management monitor, echo staff's positive behaviour management practices. In addition, efficient procedures for safe recruitment and procedures that ensure staff are suitable for their role and understand their responsibilities. This ensures children's welfare is assured and their safety is promoted.

Children's well-being is promoted strongly as there is effective monitoring and evaluation in place of all aspects of the nursery. The planning of activities, development records and children's information, including assessment reports and the progress check at age two, are reviewed on an ongoing basis. Regular supervision, appraisals, staff meetings and informal discussions are held to support and develop staff practices. In addition, the completion of management and peer on peer observations means that positive staff practices are assured and any issues are efficiently recognised and addressed. This means that children's needs are quickly identified and met. All staff hold relevant childcare qualifications and training is focussed to ensure that children are provided with a worthwhile, safe and enjoyable experience. The recommendations from the last inspection have been overall positively addressed. Continuous improvement is assured as the management and staff complete several systems of self-evaluation. This includes local authority and national schemes. Action plans are devised with a clear focus on areas they wish to develop and changes are made in effective, workable stages. This means that children's experiences are positive at the nursery because staff have high expectations of themselves and children.

The nursery ethos is about supporting the whole family and there is a very strong commitment to work together with parents and build solid relationships. Partnerships with parents are very effective. This ensures they are confident to leave children in the staff's care. Staff have very good communication with them, supported by written information through daily diaries and care sheets. Parents are supported in all aspects of childcare by discussions and a wide range and variety of information leaflets. For example, they have access to information about weaning, the use of dummies and information about the local children's centre. In discussion with parents during the inspection, all felt included and supported. For example, parents share that they are able to discuss issues relating to

themselves and their family, as well as for children who attend the nursery. This ensures continuity of children's care, learning and development through the wider support for families. Parents' views about all aspects of the nursery are sought by questionnaires. Children have an active voice in sharing their ideas and opinions about the activities and events at the nursery. Their ideas are listened to and acted upon. All of this ensures that parents and children have a real say and effectively, alongside the management and staff, ensure the nursery continues to provide quality learning opportunities and care for children. Partnerships with others involved in the care of children, in particular, the local children's centre and individual support agencies, are very effective and ensure their learning and development is continued and built upon superbly.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY295958
Local authority	Derbyshire
Inspection number	943754
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	75
Name of provider	Touchstone Community Development
Date of previous inspection	24/07/2013
Telephone number	01246 473776

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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