

Inspection of Treasures Neighbourhood Nursery

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

Inspection date: 13 December 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The provider of the nursery does not share relevant information with Ofsted to ensure suitability checks are carried out for the trustees of the nursery. This poses a safeguarding risk. However, staff working directly with the children have had appropriate safety checks.

Children arrive happily to the nursery and are keen to explore the activities on offer. Staff are caring and nurturing. Children have developed close bonds with staff and are comfortable in their environment. Staff quickly comfort and settle babies.

Children follow good hygiene practices. They visit the 'snuffle station' to blow their nose. Staff encourage children to wash their own hands and manage their personal care needs. Children are becoming more independent. They are able to remove their wellington boots and coats. Staff encourage children to make healthy choices. Children eat a wide range of foods while using knives and forks. They enjoy their meals with their friends and key person.

Children show friendly relationships towards others. They collaborate to build a tower of pegs. They work together to solve problems, such as what to do when the tower is leaning and then falls over. Children take turns and share with their friends. They use their manners and say, 'Can I see, please?', when listening to a story. Children are learning that text has meaning. They recognise their names at the dinner table. Pre-school children enjoy a literacy activity. They use magnetic letters and whiteboards as they try to recognise the letters of their names. Children independently access a wide range of mark-making materials.

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

- Some trustees do not hold Disclosure and Barring Service checks. However, these trustees do not have unsupervised contact with children. The provider does not understand their responsibility to inform Ofsted of any organisational changes. The nominated individual does not provide support to the manager of the setting.
- Children behave well, such as when they sit at the table for their lunch. Staff remind children of the nursery rules, such as 'kind hands' and walking inside. Staff intervene swiftly when children throw toys. They use distraction techniques to support the children with their behaviour.
- Staff sing familiar songs and rhymes with children. They sing the same welcome song across all three rooms. This helps children with consistency. Staff choose songs with actions and encourage children to join in with them, such as 'I'm a little snowman'. Younger children use shakers to join in with making music.

- Staff use British sign language to support children with their communication. Children are confident to approach staff to express their needs and ask for help when, for example, they want to read a story. Children listen with intent, as staff read stories with enthusiasm. Staff encourage children to guess what will happen next by saying, 'I wonder...?' Toddlers use mathematical language, such as big and small, when comparing the size of presents in a storybook.
- The manager has high ambitions for the setting and the children. They get involved in local community projects, such as an art event to redesign the local shops. Staff show drive and passion to improve the outcomes for children.
- Staff talk positively about their well-being and feel supported by the manager. They have access to ongoing training, to further their professional development.
- Staff use the outdoor area to support physical activity through climbing and balancing. They encourage children to work together to build a tunnel to post balls into and catch them at the other end.
- Parents and carers speak positively about the progress their children make. Staff work closely with parents to support children's learning at home.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator (SENCo) works with parents and external agencies. This ensures that all children are receiving the support they need. The SENCo gives staff the tools they need to help children make progress.
- Staff know the intent for the well-designed and sequenced curriculum. However, staff do not always ensure that children understand what they are learning. Therefore, knowledge is not always embedded.
- Staff know how to support each child. They encourage children to learn by providing activities that follow their interests. For example, younger children are encouraged to pull to standing at a low table and play in the water.

Safeguarding

The arrangements for safeguarding are not effective.

Managers have robust recruitment and vetting arrangements in place to ensure that staff members are suitable to work with children. However, these arrangements are not in place for trustees of the nursery. The staff and manager know and understand their safeguarding responsibilities. They have good knowledge of the signs that mean a child may be at risk of harm and know what actions to take if they have concerns about the welfare of a child. This includes keeping children safe in accordance with the 'Prevent' duty guidance. The nursery premises are secure, and staff risk assess the activities they provide for the children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the required information, in a timely manner, so that suitability checks can be completed for all trustees.	23/12/2022

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

- develop all trustees' knowledge and understanding of the setting and their roles and responsibilities, including supporting the manager and notifying Ofsted of significant events, such as changes in the trustees
- develop staff's questioning skills to enable them to check children's understanding of new concepts and vocabulary, to ensure children's knowledge is securely embedded.

Setting details

Unique reference number	EY295958
Local authority	Derbyshire
Inspection number	10233662
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	48
Number of children on roll	74
Name of registered person	Touchstone Community Development
Registered person unique reference number	RP525111
Telephone number	01246 473776
Date of previous inspection	10 January 2017

Information about this early years setting

Treasures Neighbourhood Nursery registered in 2005 and is located in Staveley, Chesterfield. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above, and one holds a qualification at level 2. The nursery operates all year around. Sessions are available Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager and the 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 inspector spoke with a trustee about the leadership and management of the setting.
- The SENCo 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation of an activity with the manager.

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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