

Inspection of Treasures Of Duston

46 Bordeaux Close, NORTHAMPTON NN5 6YR

Inspection date:

2 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed by happy, caring staff who are attentive and pleased to see children as they arrive. Leaders plan a wide and varied curriculum using children's interests and seasonal themes. However, the curriculum is not effectively implemented, as not all staff have the knowledge and skills to provide consistently good support for all children's learning.

Although children enjoy the well-resourced, thought-out environment, they do not always engage in activities for long. Staff do not always use effective interactions during play to further promote learning. That said, children play happily and show that they feel safe and secure in the care of the helpful staff. They access activities that help them to learn some new skills. For example, babies develop hand strength as they scoop rice to fill and empty containers. Children enjoy songs and rhymes that help them to learn new words. Outside, children learn to care for the vegetable garden and name the different vegetables they have grown.

Staff offer praise and encouragement to children as they play. This helps children feel proud of their achievements and develops their confidence. However, children's behaviour is not consistently supported, meaning children do not have a clear understanding of what is expected of them. For example, when children throw rice, staff do not explain the consequences this may have on other children.

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

- Leaders have a clear aim of what they want children to achieve in the setting and have devised an effective curriculum. However, this is not yet embedded into practice. Although staff know what they want children to learn from the activities they set out, they do not effectively implement this as children play. Some staff lack the skills and knowledge they need to help children build on what they already know and can do. At times, younger children quickly lose interest in activities, as they are targeted at too high a level.
- Overall, children gain good communication and language skills. For example, staff teach babies to sign 'thank you' and 'please' alongside the spoken words. They introduce new words to describe texture, such as 'squidgy' and 'sprinkle' as they play. Staff read and sing to children to develop their vocabulary further.
- Staff set out an inviting environment based around the learning needs and interests of children. This encourages children to make choices in their play and follow their interests. However, although some staff interactions are positive, they do not provide high-quality interactions that challenge children and ensure they learn the skills they need. As a result, not all children make the best possible progress.
- Staff use effective settling-in procedures to help children and babies feel safe

and secure. Babies are treated with care and warmth, and they are given all the reassurance they need to explore and learn. As children move up through the rooms, transition documents and information shared between parents and new key workers mean that children settle very quickly and their individual needs are met.

- Overall, children behave well and take part in activities provided. However, staff are not always consistent in how they support children to understand expectations and boundaries during play. When children display some unwanted behaviour, staff do not always give clear messages to help them understand and learn what is expected of them. For example, group times become hectic as staff do not give children clear instruction or prevent negative behaviour from happening.
- Staff help children to learn about the importance of a healthy lifestyle. They encourage children to become increasingly independent in their self-care. Staff sit with children at mealtimes as they talk about healthy foods. They ensure that children have regular access to outdoor play. Children enjoy games that involve running, climbing and jumping, which support their physical development.
- Parent partnerships are a strength of the nursery. Staff work closely with parents to understand children's routines and needs so there can be good levels of continuity for children between home and nursery. Parents know how to support their children at home as staff share 'project books' that provide home learning ideas and activities. Parents value the feedback they receive from staff at the end of the day to inform them about how their child has been.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve staff knowledge and practice to effectively understand and deliver the curriculum	04/10/2024
improve arrangements to identify and address inconsistencies in the quality of teaching and interactions	04/10/2024

support all staff to promote children's good behaviour consistently.	04/10/2024
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Setting details

Unique reference number	EY537363
Local authority	West Northamptonshire
Inspection number	10351789
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	45
Number of children on roll	69
Name of registered person	SJS Childcare Limited
Registered person unique reference number	RP535080
Telephone number	07870640866
Date of previous inspection	17 October 2018

Information about this early years setting

Treasures of Duston registered in 2016 and is managed by SJS Childcare Ltd. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 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 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 joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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