

# Ashbridge on Ribble Nursery

London Road, Walton-le-Dale, Preston, Lancashire, PR5 4AD



<b>Inspection date</b>	25 February 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Managers are reflective practitioners who strive to improve and they use a variety of ways to gather the views of others. They benefit from the additional expertise of the wider organisation to support their effective self-evaluation and development planning.
- Managers are proactive in engaging parents and other professionals to support the future progress of children who have gaps in their learning.
- The quality of teaching is good. Staff have a good understanding of the skills and attitudes that children need for their next stages in development. Children are particularly well prepared for school and make good progress.
- Children's achievements, progress and areas for future development are effectively shared with parents. Parents comment that they feel involved in children's learning.
- The key-person system is effective and staff have a deep knowledge of individual children. Staff share strong emotional bonds with children. Babies are particularly well nurtured by caring staff and they settle quickly.
- Children behave well and they are taught about positive values and attitudes through their play. Staff have high expectations and clear routines in place which children respond to well.

### It is not yet outstanding because:

- Monitoring of staff practice is not yet highly focused on further developing the quality of teaching to an outstanding level.
- The new assessment and monitoring systems are in their infancy and are not yet used with consistency to precisely check children's progress.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice and drive teaching to an outstanding level
- review the impact of the new systems that assess and monitor children's progress even more precisely.

### Inspection activities

- The inspector completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager, deputy manager and director of quality.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Recruitment and induction procedures are robust. Managers and staff have high regard for children's safety and safeguarding. Staff have a strong knowledge about what to do if they have concerns about a child. Managers welcome parents' views and they act on any complaints effectively. Parents comment that staff and managers are approachable and communicate well. Staff are well trained and managers use assessment information about children to support their planning for future staff training. Managers know how to best use Early Years Pupil Premium funding which has very recently been accessed. They have measures ready to evaluate the impact of spending on children's learning when the time comes.

### Quality of teaching, learning and assessment is good

Children are confident and happy in their play indoors and outside. They show high levels of engagement in a range of child-initiated and adult-directed experiences, appropriate to their ages. Babies are particularly confident explorers and their environment effectively supports their curiosity and developing independence. Staff skilfully support children's developing communication and language skills. They give them good eye contact, work at their level and help them to learn new vocabulary. Children enjoy learning new skills and show fascination in learning about the tools and equipment needed for woodwork. Staff use a range of questions and children show good levels of understanding. Older children are given regular opportunities to develop their literacy skills through fun experiences. Staff observe and assess children to inform their planning and provide experiences to match children's interests and needs.

### Personal development, behaviour and welfare are good

Staff supervise children effectively and they ensure their safety and well-being. They communicate well with each other to promptly and accurately meet children's care needs, both indoors and outside. Children are motivated to do things for themselves, such as put on their coats for outdoor play. Staff give them appropriate opportunities to develop their independence and they encourage and praise them for their efforts from an early age. Children learn about healthy lifestyles through a variety of effective ways. For example, they have a good knowledge about healthy foods, the benefits of exercise and they are learning how to keep themselves safe. Children love to play outdoors. They have plenty of opportunities to practise their physical skills and staff encourage them to persevere.

### Outcomes for children are good

All children make good progress. They develop their independence skills quickly and they grow rapidly in self-esteem. Children demonstrate very good listening and attention skills for their ages. Disabled children and those with special educational needs make significant improvements. Children who speak English as an additional language are well supported to make good progress in their communication and language, in close partnership with parents.

## Setting details

<b>Unique reference number</b>	EY478907
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1040170
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Ashbridge School and Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01772 561186

Ashbridge on Ribble Nursery was registered in 2014. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including two with Early Years Teacher status. 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. It also accesses the Early Years Pupil Premium funding. The nursery supports disabled children and those with special educational needs and children who speak English as an additional language.

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