

Ashby Day Nursery

28 North Street, Ashby-de-la-Zouch, Leicestershire, LE65 1HS



Inspection date

24 August 2016

Previous inspection date

11 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The nursery team is passionate about and committed to providing very good standards of care and learning. It is effectively led by a knowledgeable and skilled management team.
- The nursery environment offered to children is welcoming and homely. Staff spend time getting to know each child. Care is tailored to meet children's individual needs. Their social and emotional development are given a high priority by staff. As a result, relationships between each child, their key person and other members of staff are good.
- Children's transitions to school are supported well. Staff have developed good links with children's future schools. They work closely with children to ensure they are emotionally prepared for their eventual move on to school.
- Children learn good hygiene practices through daily routines and clear explanations from staff. They enjoy a healthy, balanced range of foods. Mealtimes promote good social skills.
- Partnerships with parents are very good. Information is shared well, both verbally from staff and through the use of a software program. Parents speak highly of the caring staff and of how much interest they show in their children.

It is not yet outstanding because:

- Occasionally, some staff overlook opportunities to build on children's learning during interactions. They do not consistently use what they know and understand of children's skills or next steps in learning to enhance their development further.
- On occasions, staff intervene too quickly when children are trying to do things for themselves, such as putting on aprons, pouring drinks and taking shoes on and off.

What the setting needs to do to improve further

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

- ensure all staff use what is known of children's development and next steps to enhance learning at every opportunity and raise the outcomes for children to an even higher level
- allow children time and space to try and do things for themselves, in order to aid their independence further.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager, assistant manager and Special Educational Needs Coordinator. She looked at relevant documentation, such as the nursery's self-evaluation form and evidence of the suitability of staff working in the nursery.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Good security systems ensure that only known persons are allowed entry to the setting. All staff are aware of their responsibilities to keep children safe and protect them from abuse and neglect. Robust recruitment and vetting procedures are in place, ensuring staff are safe and suitable to care for children. Staff build strong partnerships with parents and other professionals. They actively engage in working with multi-agency teams to provide additional support tailored to the needs of individual children. Staff are well qualified. There are good systems in place to supervise and support staff. Regular training opportunities are offered, both in-house and through external organisations, to enhance staff's knowledge and professional development.

Quality of teaching, learning and assessment is good

Teaching throughout the nursery is at least good and occasionally very good. Most staff use their teaching skills well to challenge and deepen children's learning. Observations and assessments are regularly completed and used to plan appropriately to aid children's learning. Children have very good imaginations, particularly in the pre-school rooms. Children sit on the wall under fabric, pretending to shower before getting ready for work. They pretend to get in their car and tell staff they work with computers. Babies and toddlers enjoy listening to songs and rhymes. They babble and attempt some of the actions. This supports their understanding of language. Babies love banging and bashing the sieves and colanders, laughing at the noise these make. All children enjoy messy and creative play opportunities. They smooth their hands through gloop, smear paint on paper and laugh with delight as the jelly stones bounce and fall all over the floor

Personal development, behaviour and welfare are good

Children have access to a stimulating environment, both inside and outdoors, and they can choose where they wish to play. They show good physical skills as they steer wheeled toys around obstacles, build sandcastles and climb the steps up the slide. Children have good opportunities to select their own resources to adapt their play, make decisions and direct their own learning. Detailed information is gathered from parents before children begin at the nursery. Staff encourage parents to bring familiar comforters or toys from home. This helps children to settle and become familiar with their new environment. Behaviour is good. Children learn the golden rules, which teach them to share, take turns and use listening ears and kind hands.

Outcomes for children are good

All children, including those who have special educational needs or disability, make good progress given their starting points. Staff support children well in learning the skills needed for future learning. Older children take books home to read with parents. Their understanding of literacy is supported through simple phonics and letter recognition. Babies use their senses to explore as they find objects in the dried potato mix.

Setting details

Unique reference number	223188
Local authority	Leicestershire
Inspection number	1067789
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	0 - 4
Total number of places	50
Number of children on roll	87
Name of registered person	Elaine Anne Blunt
Registered person unique reference number	RP511497
Date of previous inspection	11 September 2013
Telephone number	01530 416622

Ashby Day Nursery was registered in 1996 and is one of three nurseries owned by Swingboat Nurseries. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and two at level 5. The nursery operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three-, and four-year-old children. It supports children who have special educational needs or disability.

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