

Ashworth View Nursery

Edenfield Road, ROCHDALE, Lancashire, OL12 7TY



Inspection date

11 July 2017

Previous inspection date

27 January 2014

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

- Staff are good role models who provide children with constant praise and encouragement. Children know what is expected of them, behave well, are happy and settled and display good levels of confidence and self-esteem.
- Regular monitoring of children's progress is in place. Overall, this is used well by staff to ensure that educational programmes have depth and breadth across all areas of learning.
- Staff help children to extend their knowledge of the local community and gain an appreciation of how to keep themselves safe outside of the nursery. Children benefit greatly from the wealth of visits and trips organised by the staff.
- Staff help children to understand the importance of leading a healthy lifestyle. Children enjoy nutritionally balanced meals and snacks and have access to a well-resourced outdoor area.
- Clear and focused self-evaluation shows that there is continuous improvement in the quality of care and education provided for children.

It is not yet outstanding because:

- Staff are not always as proactive as possible in extending children's language and thinking skills.
- Some staff do not use information from assessments precisely enough to plan even more challenging next steps for children's learning.

What the setting needs to do to improve further

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

- enhance the use of assessment information to plan more suitably challenging activities that enable children to make rapid progress in their learning
- focus teaching more precisely, in particular with older children, to enhance their communication skills and thinking even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the management team, staff and children throughout the inspection.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with one of the managers and the provider. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to a number of parents throughout the inspection and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand their roles and responsibilities to keep children safe. The setting is clean, safe and secure. Staff are effectively deployed and ratios are maintained. Recruitment and vetting procedures are robust. Overall, systems for observation, assessment and planning are used well by staff. This supports children to make continually good progress. The management team is dedicated and has high expectations for the nursery. The managers monitor staff performance and support them through effective supervision. Additionally, staff attend a variety of training courses to help extend their knowledge and improve their teaching skills. Information is consistently shared with parents and other professionals. This joined-up approach contributes to children's overall well-being and further supports their continued good progress. Parents comment how pleased they are with the progress children make and that staff go above and beyond in supporting them.

Quality of teaching, learning and assessment is good

Staff are well qualified and interact positively with children. Children enjoy sharing their thoughts and ideas with them and invite them to join in their play. Children have good imaginations and use available resources, such as small-world toys and role play to express their ideas. For instance, they pretend to be mummy and make tea. Staff listen carefully to children and allow them time to talk and express themselves, overall. Older children develop their literacy skills and learn about their emotions. They read books about going to school and draw happy and sad faces. Staff encourage babies to explore using all of their senses. For example, they explore the texture of shaving foam and investigate different treasure baskets.

Personal development, behaviour and welfare are good

Staff help children to develop confidence in new situations and build on their social skills. For example, children enjoy a visit from the local police force. Children excitedly explore the police vehicles and talk to the police officers and staff about events in their lives. Children enjoy lots of different activities that help them to develop their physical skills. For example, they demonstrate their good hand-to-eye coordination as they throw hoops over cones and practise their large-muscle skills during a ballet class. Children are learning about keeping themselves safe. For example, they follow simple rules, such as sharing equipment. Staff provide opportunities for children to extend their independence skills. For example, they serve themselves food and pour their own drinks.

Outcomes for children are good

Children are keen and active learners who feel comfortable in their surroundings and enjoy their time at the setting. They are eager to try new experiences and interact well with the staff and each other. Staff make the most of daily routines to build on children's mathematical skills. For example, they count out the number of plates needed for lunch. All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress and are prepared for the next stage of their learning and school.

Setting details

Unique reference number	EY465806
Local authority	Rochdale
Inspection number	1108297
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	75
Number of children on roll	116
Name of registered person	Ashworth View Limited
Registered person unique reference number	RP907123
Date of previous inspection	27 January 2014
Telephone number	01706 638741

Ashworth View Nursery registered in 2013. The setting employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 to 7. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

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