

The Ashmore Play Hub

The Old Library, Griffiths Drive, WOLVERHAMPTON, WV11 2JW



Inspection date

Previous inspection date

25 January 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children do not benefit from consistently high-quality learning experiences. Some staff are unclear about their teaching responsibilities and managers do not always provide them with the swift support they need to enhance these skills.
- The planning is not good enough. Staff do not always provide children with exciting, varied and challenging activities that meet their individual learning needs.
- Managers do not monitor the quality of teaching, the curriculum and children's progress as carefully as possible to help outcomes for children to continually improve.
- Staff do not always share the best two-way flow of information about children's learning with parents to help promote good continuity between the setting and home.

It has the following strengths

- Managers and staff are clear about their responsibility to safeguard children. They effectively implement a range of records and documents that helps to support safety and welfare practices. The nursery is tidy, safe and secure, indoors and outdoors.
- Staff are kind, caring and friendly. They make use of settling-in procedures to get to know children from the outset and help children to become familiar in their surroundings. Children form close bonds with key staff and include them in their play.
- Staff help children adhere to the nursery's behavioural boundaries and routines. Children listen to staff, follow and respond to instructions. They benefit from targeted support to behave well.
- Children's physical well-being is promoted. For example, they enjoy plenty of exercise, including dancing, riding on wheeled vehicles and climbing on different play equipment.

What the setting needs to do to improve further

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

	Due Date
■ ensure staff are clear about their teaching responsibilities and further support them to enhance these skills so that children benefit from consistently high-quality learning experiences	21/02/2018
■ develop planning and provide children with exciting, varied and challenging activities that meet their individual learning needs.	21/02/2018

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

- monitor the quality of teaching, the curriculum and children's progress more carefully to help outcomes for children continually improve
- strengthen partnerships with parents and share a better two-way flow of information about children's learning to help promote good continuity between the setting and home.

Inspection activities

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

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for staff's professional development are not good enough. Some staff do not fully understand all of their roles and they are not always given the support they require to rapidly improve teaching skills. Nevertheless, staff are supervised and they have access to some training, such as safeguarding and first aid. This has a positive impact on the quality of care they provide. The arrangements for safeguarding are effective. Staff complete daily visual checks on the areas in use, indoors and outdoors. This helps to reduce any hazards. Managers and staff have a sound understanding of child protection legislation and guidance. They know how to manage different types of concerns. Self-evaluation is developing as the manager aspires to improve. However, managers do not make the best use of monitoring to oversee teaching, the curriculum or children's progress closely, so they can swiftly address weaknesses to achieve good standards.

Quality of teaching, learning and assessment requires improvement

Staff do not make the best use of what they know about children's learning to plan and provide a range of quality learning experiences. This means children do not always benefit from stimulating and rich activities that help to promote their good progress and build on their individual skills. Nevertheless, the environment is bright and well resourced. Children take part in some activities that promote different aspects of their learning. For example, children enjoy making models out of play dough and pretending they are shopkeepers in the playhouse. This helps to develop their creative and imaginative skills. Children enjoy attending. Staff work in partnership with other providers and professionals fairly well to share information about children's development. However, this is not yet as successful with parents.

Personal development, behaviour and welfare require improvement

Children are not always motivated or inspired to play, explore and ultimately learn. At times, they struggle to engage fully in activities as they find it difficult to choose or become easily distracted. Nevertheless, staff always ensure children's individual care needs are met. They provide children with nutritional snacks and drinks, and encourage healthy eating. Staff also help children to adopt good hygiene routines, such as frequent handwashing. Staff find out about children's cultures and religions. They help children to learn about their differences. They encourage acceptance, tolerance and respect.

Outcomes for children require improvement

Overall, due to weaknesses in the quality of planning and teaching, most children do not progress as well as possible. Nevertheless, generally children gain the basic skills they need to move on to school. For example, they are beginning to develop skills in communication, language and literacy. Children can express their wants and needs in different ways. They enjoy reading stories and singing familiar songs. Children with additional needs benefit from some targeted support to begin to catch up, albeit slowly.

Setting details

Unique reference number	EY499835
Local authority	Wolverhampton
Inspection number	1122367
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	72
Number of children on roll	48
Name of registered person	The Ashmore Play Hub Ltd
Registered person unique reference number	RP906426
Date of previous inspection	Not applicable
Telephone number	07486500589

The Ashmore Play Hub registered in 2016. The nursery employs eight members of childcare staff. Of these, all eight hold appropriate early years qualifications at level 2 and above. The nursery operates term time only. Sessions are available Monday to Friday, from 9am until 4pm. The nursery also offers care for a few days during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

