

Ashridge Day Nursery

Tring Athletic Football Club, Pendley Sports Centre, Cow Lane, Tring,
Hertfordshire HP23 5NT



Inspection date	19 November 2018
Previous inspection date	11 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager and staff ensure that the indoor learning environment is well resourced and inviting for children. The toys are easily accessed by the children to support their independence. Children learn well through the variety of different activities and resources on offer to them as they play indoors.
- The manager reflects well on how she can support the staff team. She takes on board comments from them, as well as suggestions from parents. She involves the staff in the changes that are being made and values their ideas.
- The quality of teaching is consistently good across all areas of the nursery. Staff plan a range of interesting activities for children and support their learning with a range of questions. They encourage them to extend their ideas further and think carefully about the tasks they are completing.
- Children of all ages are extremely focused on the activities they participate in. They enjoy being at the nursery and settle quickly at the start of their session. Children know who to turn to if they need help and babies form strong bonds with their key person. Staff interact positively with the children, which helps to keep them motivated while they learn.
- Children make good progress at the nursery. Staff confidently identify children's individual starting points and support them to gain the skills they need for the next stage in their learning.

It is not yet outstanding because:

- Children that prefer to learn and explore outdoors are not always offered enough opportunities to develop their learning fully.
- Staff have not fully considered how to offer toddlers and pre-school children suitable spaces to be able to rest and relax comfortably during their time at the nursery.

What the setting needs to do to improve further

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

- develop the outdoor learning environment further, particularly to support those children who prefer to explore and learn outdoors
- organise the toddler and pre-school rooms so that children have suitable spaces to rest and relax comfortably, if they choose to.

Inspection activities

- The inspector had a tour of the premises, indoors and outdoors.
- The inspector and the manager observed a planned activity and considered the quality of the teaching, and the impact it has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held discussions with parents and took their views into consideration.
- The inspector met with the manager and looked at a range of documentation, including children's learning records, staff's suitability documents and policies.

Inspector

Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is good

The manager has worked hard to make a number of improvements to the nursery since the last inspection. The quality of teaching is routinely monitored and staff are offered regular opportunities to discuss their practice. They take part in training that helps them to develop their professional knowledge further. Parents feel well informed about their children's progress and know how to help their children to learn at home. Safeguarding is effective. Staff have a very strong knowledge of how to keep children safe. They assess risks effectively, such as when they take children on walks through the fields outside the nursery. Staff build strong relationships with their colleagues at other settings, such as the local school. They share information on children's progress and learning with them, which supports children as they move on to school.

Quality of teaching, learning and assessment is good

Staff support babies well and show them how to use the toys appropriately as they learn. Babies demonstrate a sense of excitement as they knock down towers of wooden bricks that staff build for them. Staff are aware of the different stages in children's development. For instance, most-able babies attempt to stack the blocks, with staff supporting and praising them for their attempts. Staff plan appropriate activities for the children in their rooms. They identify children who need additional support and assess their progress well, setting them appropriate next steps in their learning. Staff involve children in preparing the resources they use. For example, toddlers make their own play dough and use it to make pretend cakes. They develop their counting skills, such as when they count the number of candles on top of the cakes they make.

Personal development, behaviour and welfare are good

Staff meet babies' personal care needs well, for example, as they wipe their noses gently and talk to them about what they are doing. The behaviour of children in the nursery is good. Staff use consistent strategies across all of the rooms to ensure that children understand and follow the rules in place. They use age-appropriate language so that children understand what they are saying clearly. They support children to share and take turns with their friends. Children develop their independence from an early age. They learn to take their shoes off and hang their coats on their pegs as they come back inside from playing outdoors.

Outcomes for children are good

Toddlers develop their hand-to-eye coordination, such as when using wooden blocks, tools and hammers. They play with toy cars and trucks on a road mat, which helps them to develop their imaginations. All children enjoy looking at a range of books. Babies explore using their senses. For example, they feel the different textures on the pages of the books they look at. They choose their favourite songs and sing along enthusiastically. The oldest children learn about letters and the sounds they make. They talk about the sounds that are in their names as they play.

Setting details

Unique reference number	EY493513
Local authority	Hertfordshire
Inspection number	10078205
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	60
Number of children on roll	80
Name of registered person	Ashridge Care Ltd
Registered person unique reference number	RP905059
Date of previous inspection	11 April 2018
Telephone number	0800 0235997

Ashridge Day Nursery registered in 2016. The nursery employs 21 members of staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. This includes one member of staff who holds early years professional status. The nursery opens from Monday to Friday for 50 weeks of the year except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- and three-year-old children.

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