

# Ashbridge At Maxy Farm



Maxy House, Sandy Lane, Cottam, Preston, Lancashire PR4 0LE

<b>Inspection date</b>	23 November 2018
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 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 highly driven leadership team use their impressive knowledge of the ways that children learn best. They continually review and plan how to further improve the provision for children. They are determined to establish new ways of working as the nursery continues to expand.
- Highly impressive facilities, both inside and outside, are beginning to be used well to help children develop strong, creative and investigative impulses which support independent thinking and learning.
- The varied curriculum captures children's interest and helps to ensure children are absorbed in meaningful opportunities for learning throughout the day. This has a positive impact on children's behaviour. However, teaching is not consistently of the highest quality. Newer and less experienced staff are not consistently guided to plan activities that challenge all children to achieve highly.
- The high numbers of nurturing staff prioritise children's emotional well-being. There is good support for children as they make the moves through the very large nursery and on to school.
- An emphasis on outdoor provision contributes impressively to children's good health and physical development. This enables children to play and learn in different ways. However, staff do not consistently implement rigorous hygiene procedures which help to prevent the spread of infection, particularly when children share sleeping equipment.
- Parents and carers hold the nursery in high regard. They develop strong, trusting relationships with staff which underpins the clear and supportive communication between nursery and home.

## What the setting needs to do to improve further

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

- support all staff to consistently deliver meticulously planned activities which challenge all children to achieve highly
- develop more rigorous procedures to manage the equipment used for sleeping and to help prevent the spread of infection.

### 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 held a meeting with the leadership team to discuss: improvements made since registration; safeguarding; monitoring and self-evaluation.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with parents and reviewed parents' written feedback provided to the nursery.
- The inspector looked at children's records, planning documentation, evidence of the suitability and qualifications of staff working in the provision and a range of other documentation.

### Inspector

Angela Rowley

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All new staff complete child protection training as part of their thorough induction. Managers and staff understand what to do if they are concerned about a child or the practice of a colleague. Leaders assess risks to children's safety carefully. This helps to ensure the nursery and extensive grounds are safe spaces to play and explore. Senior managers are skilled at checking the quality of the nursery's work. They have a strong grasp of its many strengths and the work being done to develop consistently strong teaching. Leaders are keen to develop provision for children using the impressive training opportunities they have received to develop their expertise. For example, they are continuously enhancing outdoor care and creative learning strategies following visits to observe leading early years provision in other countries.

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

Many highly qualified and experienced staff provide rich activities that are well-matched to children's needs. Staff teach early literacy well. They provide plenty of opportunities for children to listen to stories, which expand their vocabulary. They provide a wide range of mark-making tools and encourage children to ascribe meaning to the marks they make. As children play, the staff skilfully encourage them to talk and to explore ideas. For example, children discuss which art media they could use to represent the vase of flowers on the table. The quality of children's work shows their impressive creative thinking. This is extremely well supported by the imaginative and accessible resources, which enable them to respond to their own ideas and thinking.

### Personal development, behaviour and welfare are good

Staff value children as individuals and children build strong relationships with them. In the baby room, staff are nurturing and babies show how safe they feel as they snuggle-in for cuddles while having their milk. Staff provide interesting, natural materials which stimulate babies' senses and motivate their early movements. Staff support the children to dine and to sleep outdoors in the fresh air and sunlight, which contribute to their good health. They make good use of the extensive outdoor grounds to help children to understand the world around them. Right from the start, staff work closely with parents to establish children's dietary needs and individually tailored care plans. The nursery's sugar-free diet further helps to establish healthy lifestyles. Parents talk about how well the staff listen to them and act quickly to support them when needed. They are well informed about children's progress and ways to support them at home.

### Outcomes for children are good

Children reach the levels of development that are typical for their age. Staff support children with special educational needs and/or disabilities well. Staff understand how to adapt to meet their specific learning needs and consequently, they progress well. Children achieve highly in their personal, social and emotional development and physical development. They develop high levels of independence. Children play and interact extremely well. They are polite and caring towards one another as, for example, they help others to put on and fasten their art aprons. Children develop the key skills they need in readiness for their future move to school.

## Setting details

<b>Unique reference number</b>	EY550926
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10085650
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	200
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Ashbridge School and Nursery Ltd
<b>Registered person unique reference number</b>	RP521722
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01772 733312

Ashbridge at Maxy Farm registered in 2017 and is operated by Ashbridge School and Nursery Ltd. The nursery employs 51 members of childcare staff. Of these, seven hold a qualification at level 6, one staff member is qualified at level five and 21 staff hold qualifications at level 3. The nursery opens from Monday to Friday all year round from 7am until 6pm.

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