

# Ashcombe Children's Centre Nursery

Ashcombe Children's Centre, Stepping Stone Walk, Weston-Super-Mare, Avon BS23 3NA



<b>Inspection date</b>	8 July 2019
Previous inspection date	15 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Managers include everyone in reflecting on the setting and use feedback extremely well to make improvements. Recent changes outdoors include adding materials and resources for children to be creative, make dens and extend learning. Children are highly motivated to explore and engage thoroughly in different activities.
- Key persons build strong partnerships with parents. They visit children in their own homes and make sure they have favourite toys in the setting for when children come in. Children settle rapidly and are ready to learn from the outset.
- Staff make highly accurate assessments of children's development. Exceptional monitoring of children's achievements rapidly identifies when children need extra help. Any gaps in learning or development close quickly. All children, including those with special educational needs and/or disabilities or those who are learning English as an additional language, make outstanding progress from their starting points.
- Managers expect high-quality teaching from their staff. They inspire them to continue their professional development, providing plenty of chances to enhance staff's already excellent teaching skills. Recent training on managing behaviour has resulted in highly consistent strategies across the setting to support children in managing their emotions. Children's behaviour is exceptional.
- Staff support children to acquire excellent language and communication skills. For example, they use signs, words in English and home languages and pictures to make sure all children can follow the routine and express their needs effectively.
- Staff take advantage of the shared facilities to work in close partnership with other professionals and school. Staff act on advice and guidance superbly to make sure outcomes for children are highly successful. Children benefit from mixing with others, including Reception teachers and children, and they move on to school as extremely confident learners.

## What the setting needs to do to improve further

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

- build on the already superb opportunities younger children have to develop independent skills, particularly during routine times.

### Inspection activities

- The inspector observed the quality of the activities and teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out two joint observations with the deputy manager. This included one with the toddler age group and one with the pre-school children.
- The inspector held a leadership and management meeting with the manager, deputy manager and community family team leader. She spoke with other staff and the children at appropriate times during the inspection.
- The inspector sampled paperwork, including the nursery's policies and procedures, evaluations, and children's records.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff are extremely vigilant about protecting children and maintaining their safety. They have an excellent understanding of all aspects of safeguarding and are fully aware of how to act on concerns about children's well-being. The provider's recruitment and induction procedures are meticulous, to help ensure the continued suitability of staff. Managers and key persons provide superb support for parents and children. This includes courses on helping parents manage children's behaviour and supporting children's language development. Furthermore, they use additional funding to provide resources to meet the needs of each individual child extremely effectively. The inspiring managers have built an exceptional team spirit in the setting and the staff team are constantly looking at new ways to raise the quality of teaching.

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

Teaching is of a consistently high quality and staff know children exceptionally well. They skilfully extend children's learning and support their mathematical learning superbly. For example, staff working with the younger children follow their interest in using torches to see inside each other's mouths. They bring out a set of pretend teeth and brushes, then support children as they count the teeth and compare this with those they can see in their own mouths. Older children show brilliant imagination. They engage in complex role play, talking through what they are doing as they make a 'special' cake from dough and tell staff that the shelves can be the pretend oven.

### Personal development, behaviour and welfare are outstanding

Children readily explore the highly stimulating play spaces, indoors and outdoors. Staff's excellent organisation of resources results in all children making confident choices and developing their learning independently as they play. However, occasionally, staff miss chances to build further on this throughout daily routines with the younger children, such as during snack times. Staff support children to persevere at tasks, skilfully extending their learning. For instance, when young children attempt to roll the plastic barrel up and down the hill, staff offer suggestions for moving it when it gets stuck. Staff help older children as they find stones and work out how to balance a plank of wood on top to make a see-saw. They praise children when they readily share the new toy with their friends.

### Outcomes for children are outstanding

Children are extremely curious learners who eagerly explore the toys and resources in the setting. Older children show exceptional thinking skills as they work out novel solutions to problems. For example, when they find it takes too long filling the water tray using buckets, they work out that they can wheel the water tray to the hose pipe and fill it quicker. Younger children love sharing stories with the staff and show an outstanding understanding of how stories are structured. For example, when prompted by staff with the phrase 'once upon a time', they eagerly take over and create their own tale for others to listen to, finishing with 'the end'. All children are highly motivated and engaged and make excellent progress in learning and development.

## Setting details

<b>Unique reference number</b>	EY336518
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10112358
<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>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	North Somerset Council
<b>Registered person unique reference number</b>	RP902488
<b>Date of previous inspection</b>	15 March 2013
<b>Telephone number</b>	01934 426807 (Nursery)

Ashcombe Children's Centre Nursery registered in 2006. It operates from the site of Ashcombe Primary School. The nursery offers sessional care from 8.30am to 11.30am and 12.20pm to 3.20pm and full day care from 8.30am to 3.20pm, Monday to Friday during term time only. There are 12 staff working with the children. Two hold early years professional status, one holds an appropriate childcare qualification at level 6 and seven hold appropriate childcare qualifications at level 3. The nursery is in receipt of funded early years education for two-, three- and four-year-old children.

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