

# Inspection of Ashbridge on Ribble

Victoria Road, Walton-le-Dale, Preston PR5 4AB

---

Inspection date: 10 January 2020

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff gather and make good use of information from parents to meet each child's care, health and dietary needs. They ensure that sleep and nappy changing routines are appropriate for each child. They help children to develop good self-care skills and take steps to be independent. For example, babies hold their own spoon at lunchtime and begin to feed themselves. Toddlers confidently find their own basket containing their coat before going outside. Babies explore outdoors every day. In addition, staff frequently take babies to experience the sights and sounds of nature in the local area. Outings include walks by the river and trips to the local farm and park. Visits such as these help babies to begin to make sense of the world around them.

Babies develop secure relationships with their key person and are emotionally secure and happy. They confidently explore a broad range of toys and activities. Staff adapt activities as children play to build on what each child already knows and can do. Children learn new sounds and words as they play. For example, a toddler makes the noise of a monkey while listening to a story and holding the toy animal. Overall, children develop good skills in listening and speaking, which are necessary for them to become active talkers.

### **What does the early years setting do well and what does it need to do better?**

- Each baby has an identified member of staff who knows them well. This key person meets their care needs effectively, monitors their development and promotes their personal and social skills. Staff use information from parents, along with their own observations, to identify each child's abilities when they start, and to help them to take their next steps.
- Staff plan interesting, well-linked activities. For example, themed around a familiar story, children enjoy the sensory experience of feeling leaves and then explore outdoors as they go on a 'bear hunt'. The manager tracks the progress of individual and groups of children. Where any gaps in learning are identified, staff plan activities to help to close them.
- Children sit closely with staff to look at books. Some books contain photographs of children's family members. Staff talk about the photographs, which helps children to feel emotionally secure and fosters their sense of belonging. This is a useful strategy towards children learning about the similarities between themselves and others.
- All staff have recently completed training specifically in the care of babies. Some staff are less skilled at narrating what children are doing to help them to link words with actions, for example as they play. However, they plan activities for individual or small groups of children to encourage good listening skills and communication.

- Parents spoken to at inspection and written comments provided express how pleased they are with their children's care and progress. They have access to comprehensive information on the website. Parents are kept informed of their children's progress through the sharing of information, both verbally and through an online application put in place since the last inspection. They can view their children's learning record and increasingly contribute to their children's assessment by sharing information from home.
- Children make a smooth transition when they move up to the next room. Their new key person makes good use of information about their interests and abilities provided by their previous key person, to ensure continuity in their care and learning.
- Staff support children to develop well physically. Babies have plenty of space to crawl and practise walking. Toddlers learn to balance and coordinate their movements as they ride on wheeled toys and negotiate different levels as they walk along wooden blocks in the garden. In the newly built soft-play area, children learn to manage risk in a safe and secure way.
- The strong senior leadership and management team evaluate all aspects of the nursery. They have a clear vision and take on board the views of children, parents and staff to plan for the future. Staff take key responsibilities to evaluate specific aspects of the curriculum and to share good practice across the nursery. For example, staff evaluate the resources and planning for equality and diversity and the support for children who speak more than one language at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The building is kept secure at all times and access is carefully monitored by staff. Required staffing ratios are met. Staff follow comprehensive policies and procedures to keep children safe. They know the signs that may indicate a child is at risk of harm, and understand how to identify and report concerns. They regularly refresh their training to keep their knowledge up to date.

## **What does the setting need to do to improve?**

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

- ensure staff make consistently good use of opportunities to narrate what babies are doing and help them to link words with actions
- enhance the good ways to support children's sense of identity to promote their awareness of similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY478907
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10138291
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 2
<b>Total number of places</b>	100
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Ashbridge School and Nursery Ltd
<b>Registered person unique reference number</b>	RP521722
<b>Telephone number</b>	01772 561186
<b>Date of previous inspection</b>	25 February 2016

## Information about this early years setting

Ashbridge on Ribble registered in 2014. It is managed by Ashbridge School and Nursery Ltd. On this site, nine members of childcare staff are employed in the section of the larger nursery providing for babies up to two years of age. Of these, three hold an appropriate early years qualification at level 2 and six hold level 3. The nursery opens Monday to Friday from 7am until 6pm, all year round.

## Information about this inspection

### Inspector

Lynne Naylor

## Inspection activities

- This inspection relates to the care of babies up to two years of age. The inspector had a tour of all areas of the nursery to gain an understanding of how the early years provision and the curriculum are organised.
- Two joint observations were carried out by the inspector and the nursery manager.
- The inspector held discussions with staff at appropriate times during the inspection.
- A meeting was held between the inspector and members of the senior leadership and management team.
- The inspector looked at a sample of the nursery's documents. This included evidence of staff suitability and training.
- The views of parents spoken to on the day and those provided in writing were taken into account.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020