

# Inspection of Ashbourne Day Nurseries At Central Milton Keynes

Oldbrook House, 19 Boycott Avenue, Oldbrook, Milton Keynes, Buckinghamshire  
MK6 2PN

---

Inspection date: 27 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children celebrate difference and learn tolerance and respect in this multicultural city centre nursery where managers, staff and parents work hard to raise standards and improve lives.

Children are happy and safe in a secure environment. They enjoy small-parts play with lots of natural materials and this supports their creative and imaginative skills effectively. To a child, for example, a stick can be an aeroplane or part of a model. Children choose to use pine cones for counting or print with them in paint. Pre-school children particularly enjoy mixing their own play dough and using it in their role play games. Older children eagerly anticipate the regular phonics sessions and actively take part in stressing the 'sound of the week' as they repeat 'The baby baboon eats a banana'.

Staff have high expectations for children's behaviour and treatment of each other. They encourage all children to learn and use good manners. Children are well behaved and engaged in their learning. They are welcoming of visitors and involve them in their games. For example, toddlers present cups of 'tea potion' to their 'guests'.

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

- Throughout the COVID-19 (coronavirus) pandemic, parents have not been allowed into the building. However, this has had an unexpected positive benefit, in that sessions start promptly and more time is available for learning. Parents say that they do not mind because they receive dedicated, quality feedback from staff at handover when they come to collect their child.
- The manager takes responsibility for the quality of care and education. She brings out the best in her staff team through the creation of a positive working environment. The manager acts with integrity to ensure that all children, especially those with special educational needs and/or disabilities (SEND), make the most of their access to early education.
- Children enjoy activities based on what they know and can do because staff fully understand how to follow children's interests. For example, young children explore the contents of teabags, mix the leaves with water and refine their physical skills as they pour their potions into teapots. However, staff are not yet able to confidently explain how children's learning is sequenced as part of a coherent approach to planning.
- Children enjoy a calm and well-organised environment. Staff are good role models and know how to manage any difficult behaviours in young children. Children have very good relationships with staff. For example, two children were so delighted to see the deputy manager that they ran to hug her.

- Staff find out lots of information about children's home lives before they start at the nursery. They know which children speak other languages at home and those who live in homes without gardens. Staff take account of this information when planning activities for children.
- After a period of change, the manager and her newly established staff team have made it a priority to foster very positive partnerships with parents. Senior management regularly seeks the views of parents to check the quality of the provision. The increasingly high scores on parental surveys demonstrate that the substantial improvements to the nursery environment and the hard work of staff are having a positive impact on the quality of provision for children. Parents comment that they really like the introduction of the electronic nursery management program which helps to keep them in touch with daily events and the routines of their children.
- Effective partnership working means children consistently make good progress across all areas of development. Staff quickly and accurately identify gaps in children's learning and put support in place as quickly as possible. Children who need additional help with speech and language, and those with SEND, make good progress in their development. Staff work closely with parents and professionals to provide a consistent approach to understand children's needs and how best to support them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that safeguarding is an important part of everyday life in the nursery. Staff demonstrate a secure understanding of how to safeguard and protect children and have a good knowledge of all aspects of safeguarding matters. This knowledge is updated on a regular basis through training and quizzes at staff meetings. The manager checks staff knowledge, presenting them with scenarios to test out what issues they would identify and how they would seek help and refer to the safeguarding lead. Robust recruitment procedures help to ensure that staff are suitable. Staff complete regular risk assessments on the environment to identify and act on any hazards.

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

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

- support staff to plan the sequencing of children's learning, to offer the highest levels of challenge.

## Setting details

<b>Unique reference number</b>	2518457
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10124673
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Ashbourne Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901058
<b>Telephone number</b>	07968486908
<b>Date of previous inspection</b>	10 September 2019

## Information about this early years setting

Ashbourne Day Nurseries At Central Milton Keynes registered in 2019. It operates from purpose-built premises close to the town centre. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Marriott

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection.
- A number of parents provided feedback about the nursery through discussions with the inspector, written testimonials and email.

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 2021