

# Inspection of Ashbrooke Day Nursery

Briery Kindergarten, Ashbrooke Road, Sunderland, Durham SR2 7HH

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Inspection date: 28 July 2021

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<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	Not applicable

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

### **The provision is good**

Children feel very welcome in the nursery. Staff are kind and reassuring. Children form secure attachments and demonstrate that they are happy and safe. New routines that have been put in place due to the COVID-19 (coronavirus) pandemic mean that parents no longer come into the nursery itself. Despite this, children are confident to leave their parents at the door.

Staff have a high expectation and a good understanding of each child's learning needs. They adapt activities to support children to make good progress. For example, young babies enjoy splashing in the water and toddlers explore herbs and cucumber. Staff talk to children and ask them questions to extend their vocabulary. Children have many opportunities to develop their physical skills. For example, older children manipulate clay and make caves. Younger children use tongs to move pom-poms from one pot to another. Furthermore, babies have good opportunities to climb on soft-play equipment. This helps to support their large-muscle development.

Children have access to a wide range of resources that match their interests and stages of development. They engage well in their play and show a positive attitude towards their learning. For example, babies enjoy investigating farm animals and enjoy watching themselves in mirrors. Older children explore paint using different materials, such as pine cones and sticks to make marks.

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

- Staff introduce new words to children through stories and rhymes, to broaden their vocabulary. For instance, children excitedly shout out, 'fox' and 'owl', as they listen to their favourite story. However, occasionally, staff do not challenge children to think for themselves and to express their thoughts and ideas, when they ask children questions.
- The manager's intent for the curriculum is clear. Staff plan and implement an ambitious curriculum that is designed to give all children the skills, knowledge and understanding that they need for their future learning. Staff plan enjoyable activities that children are keen to take part in. However, staff do not consistently support children's mathematical skills as effectively as possible.
- Children are beginning to manage their own feelings and behaviours, and are starting to understand how these have an impact on others. When children struggle with regulating their behaviour, staff support them. For example, staff encourage children to share and to be kind to their friends. As a result, children are developing a sense of right and wrong.
- Staff are kind, caring and attentive. They notice when children are hungry, upset or tired, and respond sensitively to their individual needs. Staff ensure that

children follow good hygiene routines. For example, even young children are encouraged to wash their own hands and use sanitiser when they enter the nursery.

- Staff place a strong focus on helping children to develop their confidence and well-being. They understand the importance of well-planned transitions. Staff gather detailed information about children's backgrounds and developmental starting points. They use this information to help children to settle quickly. Where children struggle to settle, staff work closely with families to support them. For example, they encourage parents to stay on site with their children and organise extra visits.
- Parents speak very highly of the nursery. When the nursery closed for some time during the pandemic, staff supported children to continue their learning at home through an online system. For instance, parents were sent ideas by staff to help their children meet their individual targets. Parents comment that they feel well supported and that staff go above and beyond to help families.
- Leadership is good. The newly appointed manager has a clear vision for the nursery. She works closely with her staff team to look at the strengths and weaknesses of the setting. The manager carries out regular observations of her staff team and provides them with ongoing support and training. Staff feel well supported by the management team.
- Staff support children to develop good levels of independence. Children serve their own lunch and put on their coats and wellies. Staff have established good routines that children readily follow. Children happily sing a tidy up song to let their friends know it is time to get ready for lunch.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete regular safeguarding training. They have a good understanding of the signs that indicate a child may be at risk of harm or neglect. Staff know how to share these concerns to help keep children safe. All staff are confident of the procedures to follow, should an allegation be made against a member of staff. Furthermore, staff are aware of wider safeguarding issues and can recognise signs that a family might be vulnerable to radicalisation. The management team has robust recruitment procedures. Staff complete daily checks and risk assessments to ensure that the environment is safe for children.

## 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 build on ways to ask children more purposeful questions and enhance children's thinking skills
- help all staff to gain a better understanding of how to fully support children's

mathematical skills.

## Setting details

<b>Unique reference number</b>	2550209
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10202469
<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 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Choice Childcare Limited
<b>Registered person unique reference number</b>	RP904033
<b>Telephone number</b>	0191 5110607
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ashbrooke Day Nursery registered in 2019. The nursery operates all year round from 7.45am to 5.45pm, Monday to Friday, except for bank holidays and one week at Christmas. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including one at level 5 and two at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The nursery manager and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The manager and inspector observed and evaluated two activities.
- A number of discussions were held with the staff and children during the inspection.
- The inspector held a meeting with the nursery manager. They looked at relevant documentation, such as the nursery's action plan and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussions and telephone calls.

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.

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