

Inspection of Ashby Castle Day Nursery

28 North Street, Ashby-de-la-Zouch, Leicestershire LE65 1HS

Inspection date: 22 February 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised because not all staff have a secure knowledge and understanding of safeguarding practice and procedures.

Children demonstrate an eagerness to learn. Children of all ages are keen to join in with stories and songs due to staff's enthusiasm. Staff use props to capture and sustain children's interests. Younger children observe and attempt to copy the movements as they shake their toys and move their bodies to the songs. Children develop their vocabulary as they hear and repeat the 'buzz words', which are frequently used words that staff introduce them to. This starts with simple words in the baby room, increasing to complex descriptive words in the pre-school.

Younger children are comfortable to explore their playroom and the toys. They show fascination as they look at themselves in mirrors and try to find their nose. They use challenging climbing equipment to support their large-muscle development. Toddlers attempt to throw and bounce balls. Older children handle scissors with good levels of control to cut small pieces of foil.

Children behave very well and are very considerate of others. For example, during group story time, as they kneel to see the pictures in the book and are careful to maintain their own space. Staff praise and encourage children to promote their confidence. Older children demonstrate this confidence during their discussions with visitors.

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

- Staff undertake regular training in child protection. However, some staff do not have a suitable knowledge of safeguarding children. They do not understand how to identify concerns, or which agency manages these. In addition, they do not understand how to manage an allegation against a member of staff.
- The curriculum is well planned. It is sequenced to help children to build on their knowledge and skills as they move through the nursery. Staff understand the routines and activities required to support the next age group of children. This enables them to focus on supporting children to acquire key knowledge and skills. Managers place very high importance on developing children's communication and language skills. They provide a language-rich environment. Children benefit from frequent stories and singing familiar songs. Managers promote a love of reading through their lending library. Children develop the skills they need for their future learning.
- Staff know the children very well. They confidently talk about their development and what they are learning next. During activities, they consistently use the buzz words to support children's language development. They give children time to

practise these new words. Staff support younger children to develop their strength and balance. They position equipment to support this area of their development. Staff recognise children's interests in certain activities. They build on these interests to support their development. However, at times, some staff do not focus their support well enough. This means that children are not always supported to achieve their next steps in learning.

- Staff provide a vast range of different activities. They plan opportunities for children to experience new things. For example, the environment is well resourced. It enables children to join in gardening activities and look after a variety of animals. Children ride wheeled vehicles, and investigate and problem solve. Staff plan activities for children to go on visits to the local community. Older children participate in an international pen-pal scheme. Staff invite visitors to the setting. Children listen to and learn about their experiences and different professions.
- Overall, managers provide targeted training. This improves staff knowledge and understanding to better support children. For example, staff have recently completed training in behaviour management. This helps them to support particular aspects of children's development. Staff are very good role models to the children. Children demonstrate excellent behaviour and have a positive attitude to learning. However, on occasions, as staff deliver activities, they allow themselves to be unnecessarily distracted. This, in turn, affects children's ability to concentrate and engage well.
- The qualified and experienced special educational needs coordinator is relatively new to the setting. During her time working with the children, she has established a clear and detailed action plan. This underpins a thorough assessment of children's needs. It supports those who are at risk of delay in their development. Ongoing commitment to regular communication with parents and carers ensures consistency of support.
- Staff are very attentive and sensitive to children's care needs. They reassure younger children who become unsettled by saying 'I'm coming' and they find them their comforters. Staff help children, from an early age, to begin to recognise the importance of good hygiene.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff do not demonstrate an understanding of the indicators of some types of abuse. They are not clear where to refer child protection concerns to externally. Furthermore, staff, including the designated safeguarding leads, are not familiar with the procedures to follow in the event of an allegation against a member of staff. The premises are secure to ensure children's safety. Systems to check the suitability of staff are thorough and consistently followed. Children's dietary needs are strictly followed and checked before serving meals. This ensures that the food that children eat is safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff are familiar with the correct procedure to manage an allegation against a member of staff	24/02/2022
ensure that staff have an up-to-date knowledge and understanding of child protection, including how to recognise all types of abuse and which agency deals with concerns.	24/02/2022

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

- help staff to gain a better understanding of how to strengthen their support for children's next steps in learning
- support staff to enhance their interactions with children and minimise any distractions.

Setting details

Unique reference number	223187
Local authority	Leicestershire
Inspection number	10213981
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	74
Number of children on roll	155
Name of registered person	Hodgson, Gail Dawn
Registered person unique reference number	RP511507
Telephone number	01530 415541
Date of previous inspection	14 May 2013

Information about this early years setting

Ashby Castle Day Nursery registered in 1996 and is located in Ashby-De-La-Zouch, Leicestershire. The nursery employs 47 members of childcare staff. Of these, four hold qualified teacher status, three hold early years professional status and 17 hold an early years qualification at level 3. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk. She observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed two joint observations with the management team.
- The inspector held a meeting with the management team.
- The inspector reviewed relevant documentation, such as evidence of the suitability of staff working in the nursery and paediatric first-aid training.

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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