

# Inspection of Ashbourne Day Nurseries At Swanbourne

Home Farm Day Nursery, Winslow Road, Swanbourne, Milton Keynes,  
Buckinghamshire MK17 0SW

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Inspection date: 25 April 2022

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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 show great enthusiasm for being at nursery. They smile at the familiar faces that greet them as they arrive. They are eager to start playing and learning. Throughout the day, children continue to show that they feel safe and happy. Children show they trust staff to look after them. For example, children respond positively to the cuddles and quiet words of reassurance that staff offer as they wake from naps. Babies giggle and laugh at nappy changing time.

Children behave well. They listen to what staff say and cooperate swiftly with routines. For example, pre-school-age children know what they need to do to get ready for their daily outing to the wooded area outside. Children are excited to see visitors and make them feel very welcome.

Children benefit from a programme of learning that is clearly defined and understood well by staff. It is designed to give children a strong set of skills and knowledge in preparation for the next stage in their learning, including the move to school. Children learn well how to communicate their needs and ideas. They learn to manage age-appropriate tasks for themselves. Children gain an especially strong appreciation of the benefits of a physically active lifestyle. They also learn a lot about the natural world around them.

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

- Babies thrive in the nurturing care of the attentive staff. They move around the room, showing delight in the resources. Staff provide effective support as babies learn to move, express their needs and explore with confidence.
- All children hear lots of new words and phrases. Staff talk to children a lot about what they are doing and show interest in children's answers. This encourages children to continue to use their expanding vocabulary and to listen attentively to what others say.
- Children show that they are developing a love of stories. They demonstrate this by often choosing to sit and look at books. Staff provide attractive areas inside and outdoors that encourage children to do this. Staff plan regular times to read to children and also engage in spontaneous story reading when children ask. This has a positive impact on children's developing literacy skills.
- Staff clearly and accurately identify when children need extra support to reach their full potential. They work closely with parents to plan how to close any gaps in children's learning.
- Overall, staff plan and deliver teaching of a very high quality. Occasionally, staff over complicate activities or do not fully consider precisely what children will most benefit from learning next.
- Children show that they are remembering well what they have learnt. For

example, children remember what they have learned about the names and characteristics of different birds.

- Staff do not always make the best use of routine times, such as mealtimes, to continue to support learning and teach new skills. For example, staff miss opportunities to talk with younger children at these times. Although staff ensure that children have clean hands before eating, they do not always use this time effectively to teach children how to do this for themselves.
- Children are very enthusiastic about the learning opportunities on offer. They find the resources exciting. They are developing very well into independent and curious learners.
- Children are learning very well how to manage risks and keep themselves safe. Staff make especially good use of the wooded outdoor area to teach these skills. Children learn to balance and climb. Staff remain nearby to offer support and encouragement as needed.
- The manager is a strong leader. She is ambitious for the nursery and has a clear plan of action to build further on the existing high-quality provision. For example, she is working with staff to further refine the use of written observations.
- Staff state that they really enjoy working at the nursery. They appreciate the training opportunities available to them and say that they find these beneficial in developing further their understanding of how children learn.
- Parents are complimentary about the nursery and the staff. Staff have worked effectively to maintain these strong partnerships during the COVID-19 pandemic. They are looking forward to inviting parents back into the nursery for picnics and sports days. Staff plan to use these times to further help parents gain an insight into their children's learning at nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their role in keeping children safe. They supervise children closely and maintain a very clean and safe environment. Staff understand the signs that may indicate a child is at risk of harm. They understand the importance of sharing any such concerns promptly in order to protect children. Staff know who to talk to within the organisation and who to approach externally if needed. Those responsible for recruitment follow robust procedures to ensure the suitability of those they employ to work with 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 manage times when children transition from one activity to another to minimise distractions and make the most of learning opportunities

that arise

- develop staff practice, helping staff to refine planning for some adult-led experiences in order to build further on existing good teaching.

## Setting details

<b>Unique reference number</b>	2555137
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10233458
<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>	58
<b>Number of children on roll</b>	94
<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>	Not applicable

## Information about this early years setting

Ashbourne Day Nurseries At Swanbourne registered in 2019 and is situated in Swanbourne, Buckinghamshire. The nursery operates from 7.30am to 6.30pm, Monday to Friday, for most of the year. The provider employs 22 members of staff, of whom two hold qualifications at level 6, nine at level 3 and three at level 2. The provider receives funding to provide free early education to children aged three and four years.

## Information about this inspection

### Inspector

Sarah Holley

## 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 manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation and evaluated the quality of education.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Parents shared their views and the inspector took these into account.
- The inspector held a meeting with the manager and representatives of the provider to find out about the management and leadership of the setting.

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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