

Inspection of Ashbourne Day Nurseries at Upton Meadows

Barring Street, Upton Meadows, NORTHAMPTON, Northamptonshire NN5 4DD

Inspection date: 20 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children confidently separate from parents when they arrive. They are greeted warmly by staff and demonstrate that they feel safe and secure. Children are keen to explore and investigate the range of toys offered indoors and outdoors. They show good hand-to-eye coordination and solve problems when they use construction toys. Children fix pieces together and tell staff that they are making a tower. Children thoroughly enjoy playing outside. They laugh with their friends when they play chasing games, safely negotiating the space available. Children take turns to catch their friends and behave well. Older school-age children say that they enjoy playing in the nursery before they start their day at school. They tell visitors that they like to play with their friends and the toy cars outside.

Staff know the children well and plan experiences to extend their learning. Children are encouraged to think and respond when staff ask them questions. They are keen to share their thoughts and ideas with staff and other children. For example, staff encourage children to guess what is in their bag. They describe the objects, for example it has eight legs and lives on a web; children guess it is a spider. Children are supported to extend their understanding of shapes and numbers. For example, when children fill containers with water, they learn that the container is a hexagon shape, and it has five sides.

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

- The manager and staff plan a curriculum that supports the needs of the children who attend. There is a strong focus on promoting oral hygiene. The manager uses additional funding for some children to provide resources such as timers and toothbrushes. When children use toothbrushing equipment in their role play, staff talk to them about when and how to clean their teeth.
- The manager and staff work well with the host school to support children to be emotionally ready for their move on to school. For example, they invite teachers to visit the children so they can become familiar with the adult who will be caring for them. Children know their teacher's name and talk about older siblings who attend the school.
- Overall, children behave well. Staff help children to understand how to share and take turns. However, occasionally, staff do not always support some children to understand and identify how they are feeling and their emotions when they become upset.
- Staff plan experiences to broaden children's knowledge. For example, they plan role play experiences where children pretend to go camping. This ignites conversations about children's own family experiences and helps them to learn about the similarities and differences of children's holiday experiences.
- The manager and staff reflect on the opportunities they offer children. Recent

changes have been made outdoors to provide a mud and herb kitchen. This is to increase opportunities for children to use their imagination, to develop relationships with others and to talk about their experiences. Children confidently play alongside others when they pretend to make chicken curry. They allocated children roles to play, such as the deputy, manager, chef and workers.

- Overall, staff provide some opportunities for children to identify how they can keep themselves safe. For example, staff show children how to use knives safely when they cut up their snack. However, staff do not fully help children to develop their knowledge of how to identify potential risks in their play. This includes when they access information online in the nursery and at home.
- Staff provide opportunities for children to learn skills for future learning. They encourage children to complete tasks on their own. For example, children are asked to carry food and plates from the kitchen at snack time. When children finish playing in water, they are asked to hang their apron on the allocated pegs.
- Staff keep parents informed about their children's learning and development. They support parents to continue their children's learning at home. For example, story books are available for children to take home. This is to encourage parents to read to their children. These books include words in children's home languages. which is particularly beneficial for those who speak English as an additional language. This helps to provide a united approach to encourage children to develop a love of books.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of the signs and indicators of abuse. This includes if children or parents are being exposed to extreme views and beliefs. They know how and where to report any safeguarding concerns. This helps to promote children's safety. The manager completes a thorough recruitment procedure when employing new staff. This helps to ensure that staff are suitable to work with children. Staff promote children's good health and safety in hot weather. For example, they ensure that children wear hats and sun cream. Children have access to drinking water to keep hydrated.

What does the setting need to do to improve?

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

- help staff to consistently support children to understand their feelings and emotions
- strengthen staff's knowledge of how to help children to understand potential risks in their play, such as when they access the internet in the nursery and at home.

Setting details

Unique reference number	EY359831
Local authority	West Northamptonshire
Inspection number	10138515
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	2 to 11
Total number of places	60
Number of children on roll	64
Name of registered person	New Duston Pre-School Limited
Registered person unique reference number	RP904299
Telephone number	07780 718171
Date of previous inspection	24 January 2013

Information about this early years setting

Ashbourne Day Nurseries at Upton Meadows registered in 2007. It is situated in the grounds of Upton Meadows Primary School and is independently run from the school. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, five hold level 3, one holds level 5 and the manager holds early years teacher status. The nursery opens from Monday to Friday during school term time. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the management team. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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