

Inspection of Ashby Castle Day Nursery

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

Inspection date: 5 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children enjoy their time within this exciting and enticing environment. They readily choose from the variety of activities on offer. Children are keen to be active, for example young babies are encouraged to stretch and reach for toys to build up their core muscles. Older babies are supervised as they safely crawl up slopes and down steps. Toddlers gain confidence as they jump over hurdles. Staff create additional challenge for children and place the hurdles at different heights. This supports their growing muscle strength and coordination skills.

Children are kind. They learn to care for a variety of animals within the nursery, such as rabbits and tortoises. Children listen carefully to staff who explain the rules when handling animals. To this end, children are quiet and gentle as they feed and stroke the animals.

Children are becoming confident communicators, for example older babies babble back-and-forth with staff as they talk on toy phones. Younger babies hear staff sing familiar songs and they eagerly join in the actions. Toddlers freely talk to staff during their play. Children are listened to and asked questions to extend their thinking. This helps them share ideas and develop their conversational skills.

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

- The provider has taken a positive approach in response to the last inspection. Staff have been supported to gain a robust understanding of safeguarding, including procedures to follow in the event of a concern. This ensures children are safe and secure while at nursery.
- Staff understand the impact the restrictions during the COVID-19 pandemic have had upon children. They are keen to broaden children's experiences. For example, children are taken out within the local community to purchase items from shops, play at the park and visit cafés.
- Staff know their key children well. They plan appropriate next steps based on children's interests and individual needs. This ensures children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Staff help children to understand the expectations for their behaviour. Children are reminded to share and take turns during their play. They know the routine and follow instructions from staff, for example they readily line up at the door for mealtimes. Children are learning to use manners, for example, staff say please and thank you, which babies repeat.
- Staff help children develop their small-muscle skills, for example toddlers make moon dough. Children stir the mixture carefully in a bowl. They roll it out and squeeze it in their hands to make shapes. Outside, children use felt tips to make

marks on whiteboards and they colour in pictures using pencil crayons. This helps children develop the muscles they need for early writing.

- Staff support children's growing mathematical knowledge. For example, as children tip and pour water, staff use words, such as full, empty, more and less. Toddlers share that they have a yellow peg, which they have noticed matches a yellow square. Staff extend this and encourage children to match other coloured pegs to items they can find.
- Overall, children are supported to be independent. Staff help them develop key skills, such as accessing the toilet themselves. They remind children to wash hands before meals, and older toddlers wipe their face with a flannel. However, occasionally, staff can be overly helpful. Staff wipe children's nose for them when they can do it themselves. In addition, they do not allow children time to serve themselves food at mealtimes, even though children show an interest in helping.
- Leaders and managers value their staff team and care about their well-being. Staff state they feel managers are supportive and listen to them. Parents are positive about the care their children receive. They say their children have good relationships with staff and are developing their communication skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the possible signs that may indicate a child is at risk of harm. This includes those that may potentially be at risk from radical views. Staff know the procedure to follow should they need to report a concern about a child, and how to report concerns about another member of staff. The manager ensures safer recruitment checks are undertaken to confirm the ongoing suitability of staff working with children. Children are well supervised indoors and outdoors. Parents say they feel their children are safe and secure at the nursery.

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 gain a better understanding of how to help children strengthen their independence skills during mealtimes and self-care activities.

Setting details

Unique reference number	223187
Local authority	Leicestershire
Inspection number	10231493
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	173
Name of registered person	Hodgson, Gail Dawn
Registered person unique reference number	RP511507
Telephone number	01530 415541
Date of previous inspection	22 February 2022

Information about this early years setting

Ashby Castle Day Nursery is located in Ashby-de-la-Zouch, Leicestershire. It registered in 1996. The nursery employs 37 members of childcare staff. Of these, three hold qualified teacher status, and 15 hold an appropriate 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

Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a language and communication activity for babies.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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