

# Inspection of Ashton House Nursery

Simons Lane, Frodsham WA6 6HE

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Inspection date:

16 September 2022

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is good**

Children arrive excitedly at this nurturing and friendly nursery. Babies giggle as staff sing familiar nursery rhymes and tickle them gently. They show delight and that they feel safe and secure as they look at photos of their families in personal photo albums. Toddlers are happy as they walk their daily mile. They carry baskets and relish the opportunity to forage for fruit and autumn leaves. They pick apples carefully from the trees and dig in soil. This helps to develop the muscles in their hands in readiness for writing. Pre-school children concentrate intently and show admirable resilience as they balance and impressively ride two-wheel bicycles. They persevere in this challenging task, getting back on if they fall off. Children are consistently challenged and show a positive can-do attitude to their learning.

Children are kind and consistently offer help to one another. Staff use a clear approach to behaviour management. This helps children to understand the high expectations staff have of them. Following the COVID-19 pandemic, leaders noted that children had spent a lot of time indoors and lacked some physical skills. Priority has been given to supporting children's physical development. Children have an array of experiences to help them develop these skills. As a result, children show confidence and a love of learning as they explore their surroundings and environment with great self-assurance.

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

- The leadership and staff teams are passionate in their vision to inspire children to 'be the best version of themselves' and to develop their 'heart, body and mind'. Leaders encourage staff to reflect and contribute to the setting's self-evaluation, which also includes the views of parents and children. Leaders have a realistic view of the provision, and their capacity to continually improve is strong.
- Children access a broad and balanced curriculum which follows their interests and, in most cases, builds on what they already know and can do. That said, there is some variation in staff practice. Most staff know the children exceptionally well and plan an individual curriculum for each child. However, other staff do not plan incisively enough for children's next steps in learning. As a result, children do not always make the best possible progress in their learning.
- Children learn about those who help them in the community. For example, children have enjoyed visits from the emergency services. This helps children to develop respectful attitudes for those who help them. However, opportunities to learn about the culture and heritage of those attending the nursery are not yet fully established. This means children's understanding of diversity in modern Britain is less well developed.

- Staff focus on communication and language development for all children. Staff's interactions with children are of a good quality. They consistently model correct language and ask children thought-provoking questions that start lively discussions. Children of all ages enjoy lively and fun song and storytelling sessions. These activities help children to become confident communicators.
- Staff are committed to ensuring that every child gains an understanding of their own, and others', emotions. They implement breathing and mindful activities to support children to regulate their feelings. Children listen to stories about emotions. They engage in discussions and explain how actions have made them feel. As a result, children know how to confidently explain their emotions.
- Children are motivated learners. Staff provide a wealth of exciting activities that ignite their interest. They learn how to tend to the setting's animals and thoroughly enjoy planting and harvesting an array of fruit and vegetables. Children develop a real interest in learning outdoors. They use posters to identify the birds that they see and work together to create challenging obstacle courses. Children have great fun developing the skills needed for the next stage in their learning.
- Leaders have created strong partnerships with other agencies and parents. Parental feedback is consistently positive. Parents receive regular updates about the experiences that children have while in nursery and ideas on how to support learning at home. They report feeling welcome and respected. Staff also feel valued by leaders. They receive rewards and recognition for their achievements. Leaders have created a culture of respect in the nursery and, as a result, children feel secure.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Leaders complete robust recruitment checks which ensure that staff are suitable to work with children. All staff receive training in safeguarding and paediatric first aid. Leaders make sure that this knowledge is up to date, for example, by providing safeguarding updates during meetings and asking staff scenario-based questions. Staff know how to keep children safe from harm. They understand the referral procedure and the steps to take should there be concerns around children's welfare or the conduct of a colleague. All staff know how to keep children safe.

## What does the setting need to do to improve?

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

- develop staff skills and knowledge so all staff know how to help children make the best possible progress in their development
- enhance the curriculum to help children to consistently understand differences

and similarities between people, cultures and communities different to their own.

## Setting details

<b>Unique reference number</b>	2594006
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10249195
<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>	126
<b>Number of children on roll</b>	138
<b>Name of registered person</b>	Ashton House Nursery Limited
<b>Registered person unique reference number</b>	RP905596
<b>Telephone number</b>	01928 732875
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ashton House Nursery registered in 2020. It is located in Frodsham, Cheshire. The nursery is managed by a limited company and employs 23 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one holds a qualification at level 5, 18 hold qualifications at level 3 and one holds a qualification at level 2. One staff member has early years teacher status, and two have qualified teacher status. The nursery operates Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is accredited by the Forest School Association.

## Information about this inspection

### Inspector

Deborah Magee

## 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out a joint observation of an activity and evaluated its effectiveness together.

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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