

Inspection of Ashbourne Day Nurseries

20 Cushing Drive, Oxley Park, Milton Keynes MK4 4TJ

Inspection date: 5 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and excited to see the friendly and welcoming staff. They separate from their parents and/or carers with ease and settle quickly. Children form close relationships with the staff who care for them. They benefit from staff's nurturing approach to meeting their individual needs. Children are curious and eager to explore the range of interesting activities on offer. For example, babies smile and laugh as they become immersed in sensory play. They reach and grasp objects and delight in exploring the texture of cornflour as it trickles through their fingers. Babies focus intently as they play and interact with staff, by babbling and using gestures to communicate. They develop the skills and knowledge they need to prepare them for their next stage in learning.

Children enjoy the challenge and responsibility of carrying out tasks for themselves. For instance, they take turns to peel and chop vegetables as they pretend to cook. Children listen carefully as staff give clear instructions on how to hold a knife and use a potato peeler safely. They concentrate and persevere as they operate the tools and strengthen the muscles in their hands. Children negotiate and discuss whose turn it is to use the tools. They are considerate of one another and use good manners. Children build on their social skills and learn how to take turns and share.

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

- Leaders plan a curriculum that builds on what children know and can do. Staff know the children well. They take time to observe and assess their key children to ensure any gaps in learning are swiftly identified. Staff share information with parents and encourage them to continue children's learning at home. They endeavour to ensure children achieve the best possible outcomes.
- Staff join in children's play and spend time talking to them during activities and their daily routines. They listen to children and give them the time they need to express their own thoughts and ideas. However, during some conversations staff do not provide children with more detailed information regarding the areas they teach. As a result, children do not always gain deeper knowledge to extend their understanding to the highest level.
- Children have plenty of opportunities to be physically active throughout the day. They benefit from time spent outside in the fresh air. Babies have space to crawl, move around and pull themselves up as they begin to stand. Children dance and copy the actions as they explore different ways to move to music. They race and chase each other as they play 'What's the Time, Mr Wolf?' Children learn the importance that exercise has on leading a healthy lifestyle.
- Staff place a high level of importance on encouraging children to understand their emotions. They routinely ask children how they are feeling and help them learn new words they can use, such as 'angry', 'excited' and 'surprised'. Children

have access to picture cards to show staff how they feel if they need reassurance. This supports their emotional well-being and helps them to develop the confidence to express themselves.

- Staff plan activities based on the key knowledge and skills they want children to learn. For example, they devise activities to help children understand the importance of healthy eating and brushing their teeth. However, staff sometimes try to cover a lot of things during one activity. Therefore, they do not sharply focus on the specific thing they want children to learn. They move on before children clearly and securely comprehend what has been taught.
- Staff teach children about different cultures and help them understand about the world around them. For instance, pre-school children learn to sing simple songs in different languages and talk about the different languages staff and other children speak. Staff create an inclusive environment where children's similarities and differences are celebrated.
- Leaders are highly reflective and strive for improvement. They spend time in the rooms, modelling good practice and training staff to improve their interactions with children and the delivery of their ambitious curriculum. They consider the views of children and parents in evaluating their provision and work hard to strengthen the quality of education and care they provide.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place a strong focus on ensuring staff have high levels of knowledge about child protection and safeguarding. They are aware of the main concerns in their local area and the signs that might indicate a child is at risk of harm. Staff know the procedures they must follow to report any concerns they might have about the welfare of a child. They know how to follow the company's whistle-blowing policy if they were unhappy with the conduct of an adult working with children. Staff ensure the nursery is risk assessed to minimise hazards and provide a safe space for children to play and learn.

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 extend children's learning and provide a greater depth of information during interactions, to help children make even better progress
- strengthen the organisation of some group activities to ensure they are focused more precisely on specific learning intentions.

Setting details

Unique reference number	EY393354
Local authority	Milton Keynes
Inspection number	10228495
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	107
Number of children on roll	74
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	01908522223
Date of previous inspection	17 January 2017

Information about this early years setting

Ashbourne Day Nurseries registered in 2009. It operates from a purpose-built building situated in Oxley Park, in Milton Keynes, Buckinghamshire. The nursery is open from 7.30am until 6pm on weekdays, excluding bank holidays. There are 13 members of staff employed to work with the children. Of these, 11 staff currently hold appropriate early years qualifications at level 3 or above. This includes two staff who hold qualified teacher status. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Alice M Roberts

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 provider and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk and discussed how they plan and sequence the early years curriculum.
- The manager and inspector took part in a joint observation of a group activity and evaluated the quality of teaching and learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- Parents spoke to the inspector and shared their views of 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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