

Inspection of Ashington Day Nursery & Pre-School

London Road, Ashington, PULBOROUGH, West Sussex RH20 3JR

Inspection date: 8 November 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 are safe, secure and display trusting bonds with the staff team. New children and babies are supported well to settle into the nursery routine, and immediately seek the reassurance of their key worker if they become unsure or upset. They are building on their own independence and making healthy choices in the foods they eat. Children are encouraged to serve themselves at mealtimes and older children are given the responsibility of clearing up. Babies attempt to use additional spoons provided to help them build on their increasing skills in learning to feed themselves.

Children are confident and self-assured. They enjoy the many activities and play opportunities provided for them. Children play outdoors in all weathers to support their learning and well-being. Babies use their increasing balance as they crawl and walk around, and older children negotiate space as they use wheeled toys and bicycles. Children are learning about the wider world around them as they enter into discussions with staff and each other about bulbs they have planted. Older children involve babies in their play and this helps all children to build important social skills for their future learning.

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

- The manager, who is new to her position, has high aspirations and a vision for the nursery and the learning opportunities for all children. She uses self-evaluation well to identify areas for change and improvement. For example, there are plans underway to improve and upgrade all environments within the nursery to make them more inviting and welcoming for children and parents.
- Children explore with early mathematics in their learning as they complete jigsaw puzzles and build towers with coloured bricks. Older children are starting to recognise numbers and the quantity of items. Staff help to introduce simple numbers as they read books with babies and point to different characters in the story.
- Parents speak highly of the level of support, care and dedication their children receive. They talk about the team's professionalism and how happy staff are regarding their roles and responsibilities. However, current systems are not fully effective in sharing information with all parents. There are times when parents are not clear about their children's progress, which affects their ability to support their children at home.
- Children make good and steady progress. Staff carefully watch their development and plan challenging next steps for children's learning, in line with their own interests. Children who receive funding are provided with targeted support to help them to succeed to the best of their ability. Staff meet regularly to plan activities to build on children's increasing abilities and encourage them to

make their own choices in their play and learning. For instance, resources are stored at child level for all age groups, which children can see and choose for themselves.

- Staff place an importance on supporting and encouraging children's communication and language. At story time, older children excitedly discuss the autumn items they have collected with their families while out on walks. They use good descriptive words such as 'scrunchy' and 'fragile' as they discuss leaves. Staff support babies developing communication by constantly repeating different words and sounds. Staff use home language keywords to support children who speak English as an additional language.
- Overall, children behave well. Staff provide explanations and use role modelling to help children to understand about acceptable behaviours and boundaries. Younger children receive gentle reminders of how to share and learn to play with others. However, occasionally, unwanted behaviour is not dealt with swiftly due to the organisation of staff within the pre-school room. This does not fully support children to increase their abilities to recognise and manage their own emotions.
- Staff have regular supervision meetings to support their own practice and feel valued. The manager plans well for professional development opportunities, to help staff to continuously raise their knowledge and understanding. For example, recent training has helped them to be more reflective in supporting babies' development and to further explore how to encourage each child's individual learning characteristics.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to protect the children in their care. They are confident about how they would identify potential signs and symptoms of abuse and the procedures they would use to report concerns. This helps to protect the welfare of children. Staff use good risk assessments to help keep children safe when at the nursery. The manager follows effective recruitment and induction procedures to ensure staff working with children are suitable. Ongoing training supports staff to have the most up-to-date knowledge of additional issues, such as county lines and the 'Prevent' duty.

What does the setting need to do to improve?

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

- enhance systems for more effective sharing of information with parents about their children's learning and development
- review staff organisation to further support children's behaviour and their ability to control their own emotions.

Setting details

Unique reference number	EY443421
Local authority	West Sussex
Inspection number	10228634
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 4
Total number of places	54
Number of children on roll	80
Name of registered person	The Nursery Family Ltd
Registered person unique reference number	RP905756
Telephone number	01903 892643
Date of previous inspection	10 November 2016

Information about this early years setting

Ashington Children's Nursery registered in 2012. It is part of a group of nurseries and is situated in Ashington, Pulborough, West Sussex. The nursery is open each weekday, from 8am to 6pm, all year round. The nursery employs 20 staff, of whom 2 staff members hold qualified teacher status, 11 members of staff hold a level 3 childcare qualification and one staff member holds a level 2 childcare qualification. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwendolyn Andrews

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 manager and has taken that into account in the evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed how the curriculum for the setting is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector and the manager completed a joint observation together and discussed plans for evaluating and identifying areas for improvement within the nursery.
- The inspector sampled a range of documentation, including suitability checks and staff qualifications and recruitments records.
- The inspector observed the teaching and learning in both the indoor and outdoor environments and discussed the impact this has on the development of the children. The inspector spoke directly to parents and took their comments, including written comments, into consideration.

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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