

# Inspection of Ashfield Nursery & ELC

259 Stanhope Road, SOUTH SHIELDS, Tyne and Wear NE33 4RT

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Inspection date: 12 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are very happy to attend this friendly nursery. They benefit from a broad variety of learning opportunities that staff plan to help them achieve the next steps in their learning. For example, staff identify that children need support to develop their hand muscles in preparation for writing, so prepare a range of activities for them to practise handling tools. Older children use paintbrushes, pens and scissors to create Christmas pictures and cards. Babies make marks with large chinks. Children are proud of their achievements. For instance, they beam when they are nominated to go on the 'proud cloud' display for good listening.

Children behave well. They learn to share, take turns and show a keen interest in what their friends say. Children enjoy playing together as they make dens and light pretend campfires to keep warm in the icy weather. Staff set clear expectations during group times and reinforce these in a lovely way. For instance, they use singing well at routine times of the day. This helps children to prepare for the next activity in a calm and happy environment. Older children in particular learn good skills to help their independence ready for school. For example, at mealtimes, they pour their water from jugs and scoop yoghurt into their bowls. Afterwards, children are keen to show the inspector how they can line up to scrape their waste into bowls.

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

- The new management team is passionate about its work and has a clear vision for the future of the nursery. It has worked hard with the owners and local authority advisory team to make recent sustained improvements, in particular to the curriculum and learning environments. This ensures good outcomes for all children.
- Staff build strong bonds with children. They are enthusiastic and interact well with children. For example, staff encourage babies to explore toy lions in a play tray. They have great fun together as they roar loudly and learn to clean the lions' sharp teeth with brushes. Older children enjoy using their imaginations as a huge cardboard tube becomes a telephone, a telescope and a house.
- Staff actively promote inclusion as they acknowledge and value differences, ensuring that their plans take account of children's individual needs. Children's cultures are respected and shared with other children. For example, staff provide children's favourite books in different languages, and parents share favourite Christmas carol videos in other languages.
- Children with special educational needs and/or disabilities are supported well. Staff effectively liaise with parents and other professionals, such as portage workers. This supports children who have gaps in their learning and development to make the best possible progress.

- Parents say that their children are happy attending the nursery and cannot wait to get inside. They say their children make lots of progress, and they receive plenty of information and ideas from staff about what their children are learning. Parents compliment the new management team on the positive changes it has made, such as better communication and the new learning board for parents.
- Although staff promote healthy lifestyles effectively overall, on occasions their interactions do not consistently extend younger children's self-care skills or reinforce their understanding of good hygiene practices. However, staff support children's physical development successfully. For example, babies have enormous fun building their core muscles in a ball pool.
- Overall, children develop good levels of speech for communication. Staff use their skills to model language effectively. For example, older children enjoy singing and story sessions. They are keen to follow the actions and offer their story ideas. However, support for younger children's communication and language varies. At times, staff model language well. However, children are not consistently given the opportunity to build and extend their thinking and responses during activities and routines.
- The management team recognises that improvements are required to the existing support and coaching for staff to increase their effectiveness. Staff comment positively on the regular team talks they hold for 'reflective Fridays'. They say that they feel valued and listened to. This creates a very happy atmosphere for children to play and learn.

## **Safeguarding**

The arrangements for safeguarding are effective.

The providers and all staff demonstrate a secure knowledge and understanding of their duties to keep children safe and protect their welfare. They have a good knowledge of the signs and symptoms that indicate a child may be at risk of abuse. Managers and staff know the procedures they must follow to report concerns about children, or in the event of an allegation against another member of staff. The providers and managers use safer recruitment procedures. This includes appropriate checks to ensure the ongoing suitability of staff working 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:**

- continue to improve staff's skills to help them make the most of all opportunities, including mealtimes, to strengthen children's understanding of how self-care and hygiene routines can help to maintain their good health
- develop strategies used by staff working with younger children to enhance their communication and language skills and support their growing vocabulary.

## Setting details

<b>Unique reference number</b>	EY217674
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10262031
<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>	72
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Ashfield Nursery And Early Learning Centre Limited
<b>Registered person unique reference number</b>	RP520256
<b>Telephone number</b>	0191 4550777
<b>Date of previous inspection</b>	30 June 2017

## Information about this early years setting

Ashfield Nursery & ELC registered in 2002. It is situated in South Shields, Tyne and Wear. The nursery employs 12 members of childcare staff, all of whom hold relevant early years qualifications ranging from level 6 to level 2, including one with early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Harvey

## 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 children's play and learning and evaluated the impact of this on children's learning.
- The manager showed the inspector around the nursery and discussed the curriculum and what she wants children to learn.
- The inspector held discussions with the providers, the area manager and the manager about the leadership and management of the nursery and how they keep children safe.
- The inspector spoke to staff, children and parents and took account of their views.
- The inspector held a telephone call with a member of the local authority early years team, who has been supporting the setting.
- The manager showed the inspector a range of documentation, including documents relating to staff's suitability, accident information and staff's certificates for paediatric first aid.

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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